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ABSTRACT

This report summarizes data from performance indicators used to assess California higher education. A brief overview covers historical development of the indicators and notes some recent developments and future plans. Data tables, accompanying charts, and notes covering each of the 75 performance indicators are organized into five major sections: (1) demographic characteristics of California's population; (2) fiscal support of public postsecondary education and student financial aid, as well as indicators used to assess instructional expenditures; (3) student preparation indicators, including the number and composition of the state's public high school graduates and their academic preparation; (4) student access indicators that measure participation in postsecondary education for first-time freshmen, community college transfer students, and graduate students; and (5) indicators of student experiences and outcomes that report one-, five-, and term-to-term persistence, and the number of degrees awarded. Also included is information on faculty composition. The appendix contains a copy of Assembly Bill No. 1808 of 1991 mandating this annual report. Also appended is a statement of the membership, functions, and operation of the Commission; and a list of other reports published by the Commission. (CH)

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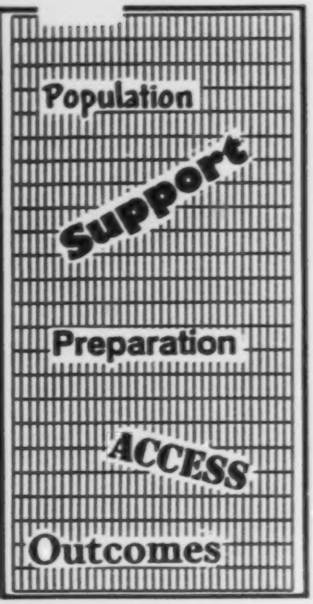

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1996

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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DECEMBER 1996

COMMISSION REPORT 96-10

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Summary

This report is the third annual report on performance indicators for California higher education prepared by California Postsecondary Education Commission pursuant to Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). The report presents background on the development of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission including highlights of recent trends based on current information, delineates some recent developments, as well as future plans, related to these indicators and includes the full set of 75 performance indicators.

The higher education performance indicators are divided into five categories: Characteristics of California's Population, Fiscal Support, Student Preparation for College, Student Access to College, and Student Experiences and Outcomes.

The Commission adopted this report at its meeting on December 16, 1996, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933. This report is available on the Internet; please visit the Commission's home page at www.cpec.ca.gov for further information. Questions about the substance of the report may be directed to Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001, or from Marc C. Irish, assistant director of the Commission for information systems and administration, at (916) 322-8002.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1996

The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

COMMISSION REPORT 96-10
PUBLISHED DECEMBER 1996

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PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1996

Historical development

This report is the third annual report of performance indicators of California higher education. In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). This statute declares the Legislature's and Governor's intent that "demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money." The statute directed the California Postsecondary Education Commission to develop an annual report that provides information to the citizens of the State on significant indicators of performance of California's colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the State's public colleges and universities.

The Commission, in cooperation with the systems of higher education in California, developed the current set of performance indicators in response to Assembly Bill 1808 over a two-year period. This Commission report on the performance of California higher education provides the Governor, the Legislature, and the citizens of the State with information about California's colleges and universities and the students they serve. The indicators in this report are the same as those that appeared in the 1995 report with revisions to reflect current information.

A number of conditions present during the developmental discussions of these indicators forced limitations on their scope. The breadth and complexity of California public higher education make the development of measures of performance that are comparable across systems very challenging. California has three unique, but complementary, systems of public higher education and educational options beyond high school are further enhanced by a wide array of independent colleges and universities and private postsecondary and vocational educational opportunities. By force of the State's Master Plan for Higher Education, each public system has its specific missions, goals, and student populations. Further, because of the fiscal constraints experienced by the Commission and the State's public institutions of higher education in the early 1990s, indicators were limited to those measures for which existing data were available and for which agreement was reached among the systems as to uniformity of definition, usefulness, and validity. With these facts in mind, caution should be exercised in making comparisons across systems.

Overview of the 1996 report

In cooperation with representatives from the State's public and independent postsecondary institutions, the Commission identified five categories of information as pertinent to the performance of higher education in California. The following briefly summarizes the scope of each of these categories of indicators and highlights major trends reflected in the recent information.

1. ***Population Context.*** The indicators in this section of the report, on pages 13 to 24, contain information about the major demographic characteristics of the State's population in comparison to the nation's population. Californians, in their roles as residents and taxpayers, are the major users of postsecondary education as well as the major source of its fiscal support. Their changing characteristics present both challenges and opportunities for the State's educational institutions. Information on the educational attainment of Californians and their average annual income by level of education -- while not tied directly to the State's postsecondary institutions -- nonetheless provide an indication of the financial value of education in California.

- Unemployment among California's adult population continued to decline through 1995, a strong indicator of continuing improvement in the State's economy and, thus, its ability to support critical public services such as education.
- Youth employment in 1995 improved much more slowly than that of the adult population.

2. ***Fiscal Context.*** Shifts in level and sources of support for public higher education in California have been central to many educational policy discussions in recent years. The indicators in this section, on pages 25 to 34, describe changes in General Fund support, student fees, the State's Cal Grant program, institutional financial aid levels, and estimates on the expenditures for instructional purposes at the State's postsecondary institutions.

- In 1995-96, State General Funds grew by six percent while Higher Education's share of those funds increased by 0.1 of a percentage point.
- Annual average undergraduate resident fees for 1996-97 were unchanged in all three public systems -- only nonresident tuition at the University of California increased.
- An early application deadline caused a small decrease in numbers of Cal Grant applicants and eligible applicants in 1995-96. The number of awards and the maximum grant per system remained unchanged. The 1996-97 State Budget provides substantial new resources to the Cal Grant Program that will be reflected in next year's indicators.
- The number of undergraduates receiving financial aid and the total aid provided continued to increase in all three public systems through 1994-95.

- Undergraduate student indebtedness continues to grow for students in the State's public institutions with current year increases exceeding 10 percent.
- Through improvements in State support and/or student fee/tuition support, average revenues for instructionally related activities increased in all four systems of higher education in California in 1994-95.

3. ***Student Preparation for College.*** Information about changes among California's high school students, particularly as related to their academic preparation for college, provides essential information for postsecondary planning and evaluation. The indicators in this section, on pages 35 to 46, examine changes in the demographic characteristics of the State's high school graduates as well as changes in their college preparatory course-taking and college admission test-taking patterns.

- California's high school graduating class continued to increase in size -- one percent over last year. The expectation is that the size of these classes will increase 24 percent in the next 10 years.
- The representation of Latino students continued to expand while that of Asian students had stabilized.
- In addition to growing numbers of graduates, larger proportions of these students completed the courses and standardized admission examinations needed to be eligible for university admission.

4. ***Student Access to College.*** Understanding students' college participation patterns is fundamental to an assessment of postsecondary program and service delivery. The indicators in this section, on pages 47 to 68, examine patterns of changes among entering students at several levels -- first-time freshmen, new community college transfer students, and new graduate students.

- The college-going rate of California high school graduates improved substantially in fall 1995. Growth occurred in all three public systems.
- While first-time freshman enrollments grew, the numbers of students who transferred to a public university increased only at the State University. Variations in demand as reflected in numbers of applicants from different student groups at the two levels and two systems seems to be driving these differences.
- Graduate level enrollments at the public universities remained substantially below their levels five years ago, while at independent colleges and universities, these enrollments continue to grow.

5. ***Student Experiences.*** Students' collegiate experiences form the core of the enabling legislation's intent -- to document changes in students' knowledge, capabilities and skills resulting from their college education. The indicators in this section, on pages 69 to 87, present the only currently available "outcome" measures for postsecondary education that have relatively uniform definitions across systems. These indicators include graduation and persistence rates and degree production. The final indicator in this section displays the composition of the instructional faculty in California's public systems of education.

- While five-year persistence rates for students who entered as freshmen decreased, the three-year graduation rate for community college transfer students improved substantially at the State University. Current persistence information for the University of California is not available at this time.
- The numbers of associate degrees and pre-baccalaureate certificates awarded by the community colleges continued to increase.
- Degree production at all levels declined at the State's public universities for the second year while it continued to increase among independent colleges and universities in California.

Future directions

The current set of indicators presents information that can be readily identified and was agreed upon by the systems of postsecondary education as pertinent indicators of their performance. Considerable effort was taken to assure consistent definitions of these indicators across systems. The Commission believes that these indicators are useful tools for assisting public policy analyses. However, they are not fully responsive to the intent of the enabling legislation.

Unfortunately, the mechanisms for identifying and measuring demonstrable improvements in students' knowledge, capacities, and skills are not readily available or even clearly defined. However, that does not mitigate against their importance or the right of those who invest in higher education -- taxpayers and students -- to be able to assess the yield from their investment.

The Commission has continued to stress the need for California's postsecondary education enterprise to articulate a base upon which it can assess improvements in teaching and learning. If the State is to make reasonable and rational decisions about the distribution of its scarce resources for the support of postsecondary education, it must have evidence about the extent to which these resources are being spent productively. While recognizing that not all the factors that enhance productivity can be quantified, the Commission believes that the State and its institutions of postsecondary education need benchmarks by which they can assess their progress. Such information about student outcomes is critical if educational institutions are to maintain support for their core functions.

Need for review of current indicators. With the publication of this third annual report on performance indicators, the Commission believes that a critical review of specific indicators is needed. During the coming year, the Commission will consult with the AB 1808 Advisory Committee to review the current set of indicators in light of the intent of the enabling legislation and the uses to which the information provided by these indicators are applied by the Governor, the Legislature, public policy makers, and the public. The objective of the review will be to determine if the current set of indicators is adequate and complete as well as to determine if additional or different indicators may be more effective. One topic area that is in particular need of review is student financial aid. Over the last three years, questions have been raised about the nature and usefulness of the indicators of institutionally based student financial aid and revisions in this areas are expected to be developed.

In addition, the Commission would like to improve the information available in the Student Experience section of the indicators. In collaboration with the postsecondary sectors and the Superintendent of Public Instruction, the Commission hopes to facilitate the development of indicators or measures that reliably and accurately gauge evidence of improvement in student knowledge, capacities, and skills between entrance and graduation. This activity will be at the core of the Commission's engagement with respect to accountability in the coming year.

Recent technological improvements. The Commission has made considerable progress in expanding the availability of the Performance Indicators report through utilizing the Internet. The Commission now has a Home Page on the Internet that can be accessed by anyone with Internet software. The Commission's Home Page address is http://www.cpec.ca.gov. There is a listing on the Home Page that, when highlighted, will direct the user to a general description and history of the Performance Indicators. From this point, the user can access the 1995 Report or the 1996 Preliminary Report. The indicators in the 1996 Preliminary Report are now complete and the report will become final when it is approved by the Commission.

Fact sheets from 1996 indicators. Historically, the Commission has generated fact sheets that focus on important trends and changes in California higher education. To facilitate understanding and usefulness of the current set of performance indicators, the Commission has integrated information from several indicators on related topics into single-topic fact sheets. Each fact sheet provides a relatively more complete picture of trends and changes occurring in areas of higher education. The following fact sheets were developed from this year's information and are available separately:

Preparation of California High School Students for College (Factsheet 96-6) -- Provides an overview of recent and expected changes among California's high school graduate population, including changes in its size, diversity, and preparation for college. It will summarize recent changes in the proportions of graduates completing a college preparatory curriculum as well as those taking standardized college admissions examinations.

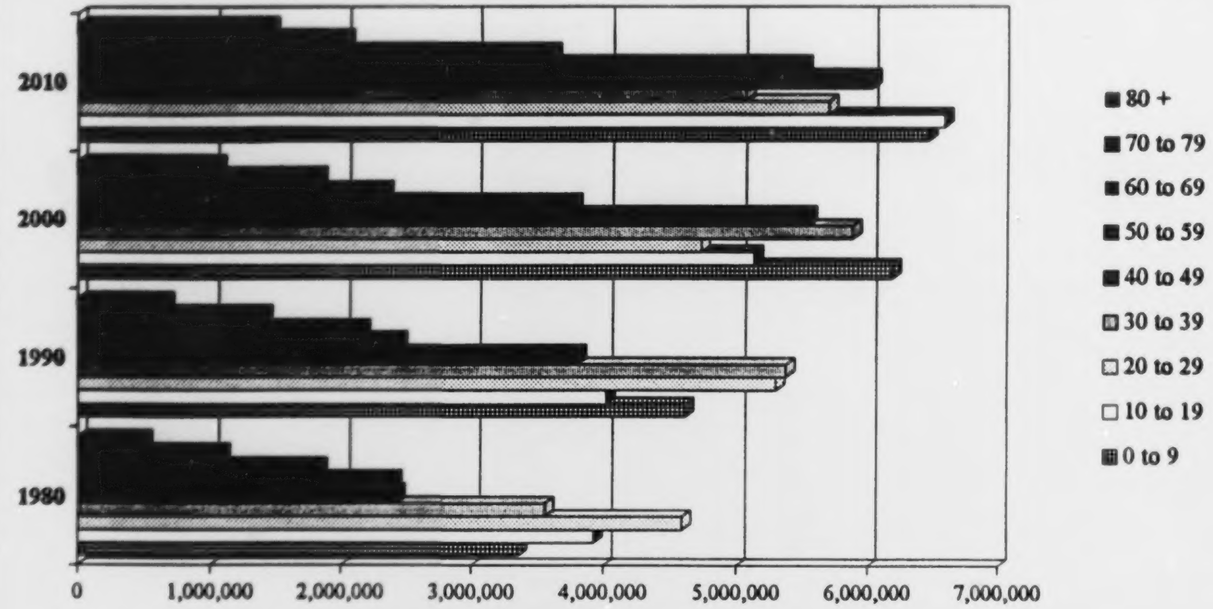
First-time Freshmen at California Public Colleges and Universities (Factsheet 96-4) -- Reviews changes in the college-going rates of California high school graduates over the last five years, with primary focus on the public systems of postsecondary education.

Full-year Transfer Students at California's Public Universities (Factsheet 96-5) -- Provides an overview of changes in the size and diversity of the student population that transferred from California's community colleges to its public universities.

College Degrees and Personal Income: Several Views (Factsheet 96-7) -- Examines degrees awarded at the State's public universities and changes in the numbers of degrees awarded by major discipline area. It also presents information about personal income as it relates to educational attainment.

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected

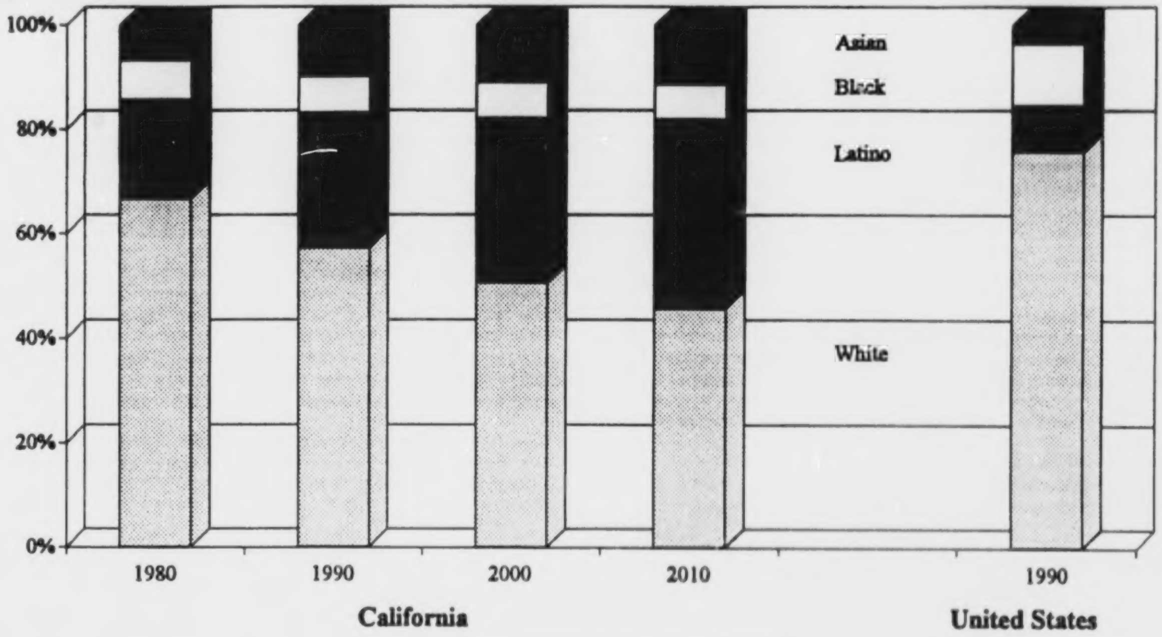


	1980		1990		2000		2010	
Age	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**
0 - 9	3,358,748	14.2	4,608,417	15.5	6,185,884	17.0	6,459,004	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	5,125,119	14.1	6,580,520	15.5
20 - 29	4,588,929	19.4	5,296,851	17.8	4,729,547	13.0	5,695,782	13.4
30 - 39	3,562,495	15.1	5,374,391	18.1	5,881,538	16.1	5,061,516	11.9
40 - 49	2,426,628	10.3	3,800,532	12.8	5,540,510	15.2	6,025,567	14.2
50 - 59	2,397,940	10.1	2,440,575	8.2	3,766,338	10.3	5,494,257	13.0
60 - 69	1,831,675	7.7	2,158,218	7.3	2,340,087	6.4	3,610,746	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,819,849	5.0	2,024,026	4.8
80+	494,866	2.1	660,883	2.2	1,054,985	2.9	1,456,719	3.4
Total	***23,667,902***		***29,760,291***		***36,443,857***		***42,408,137***	

Definition of Measure:	Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.
Use(s) of Measure:	This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.
Related Measures:	Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.
Comparison Group:	The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.
Analysis:	By 2000, the number of children under nine is expected to increase by 1.5 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the 20-29 year old cohort in 2000 and the 30-39 year old cohort in 2010 which has enrollment and tax support implications.

B.

Racial/Ethnic Composition of California, 1980, 1990, 2000, and 2010 and United States, 1990

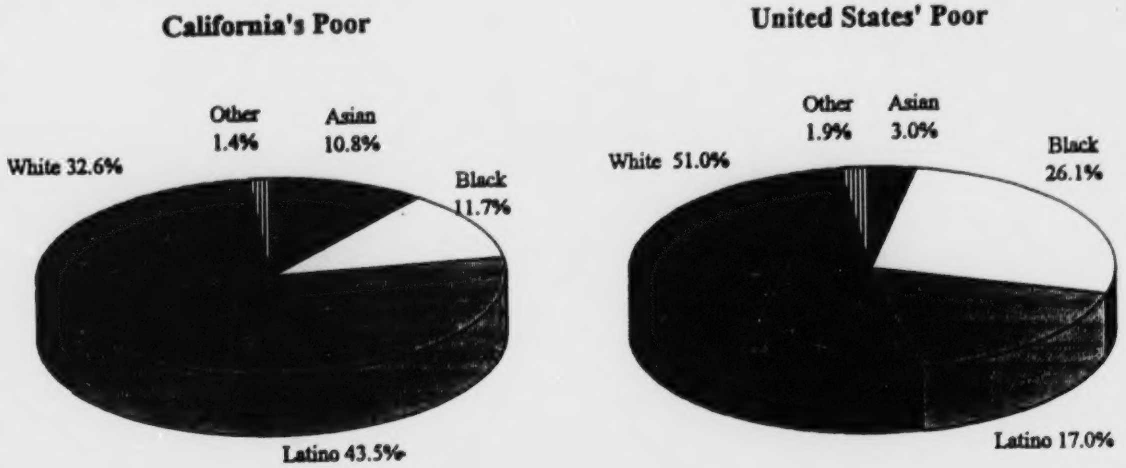


Year	California 1980	California 1990	California 2000	California 2010	United States 1990
Asian/Other	6.7	9.9	11.0	11.4	3.6
Black	7.5	7.0	6.8	6.6	11.8
Hispanic	19.2	25.9	31.6	36.3	9.0
White	66.6	57.2	50.6	45.7	75.6

Definition of Measure:	Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit population projections for 2000 and 2010.
Use(s) of Measure:	This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation purposes.
Related Measures:	With Measure I.A., it describes the changing demography of California's population.
Comparison Group:	Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.
Analysis:	California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and a smaller proportion of Black residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990

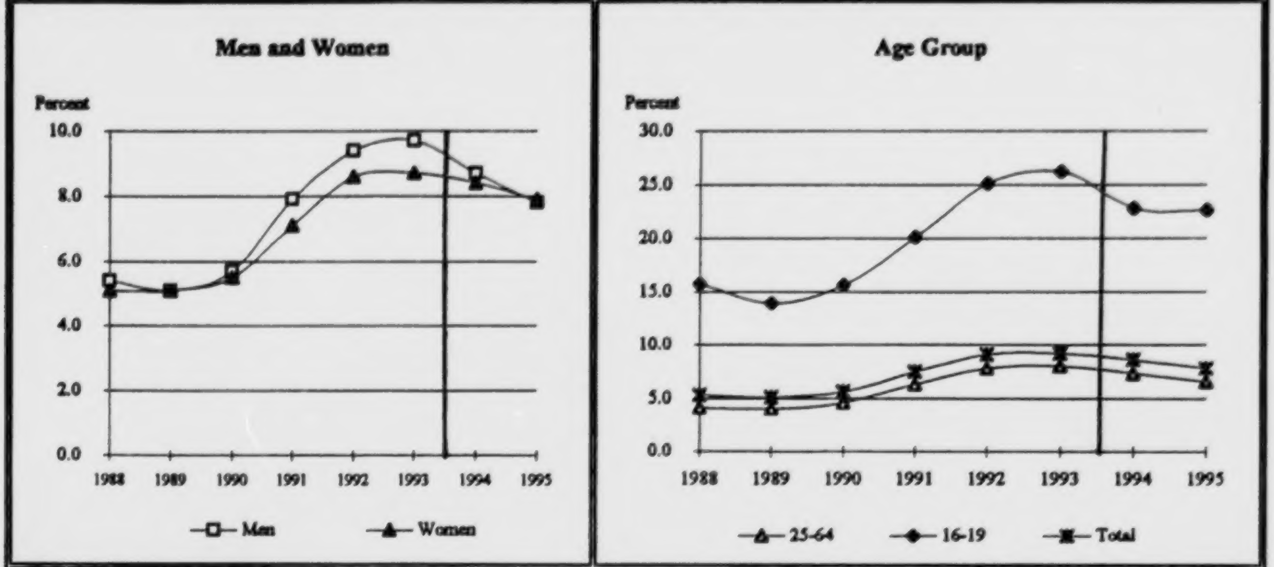


	California		United States	
Racial/ethnic group	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure:	Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.
Related Measures:	Measures I.A. and I.B. on the previous pages provides the total population context for this measure.
Comparison Group:	The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.
Analysis:	Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1988-1995



	Men	Women
1988	5.4	5.1
1989	5.1	5.1
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.7	8.4
1995 *	7.8	7.9

	25-64	16-19	Total
1988	4.1	15.7	5.3
1989	4.0	13.9	5.1
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 •	7.3	22.8	8.6
1995 •	6.6	22.6	7.8

***Note:** Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994.

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

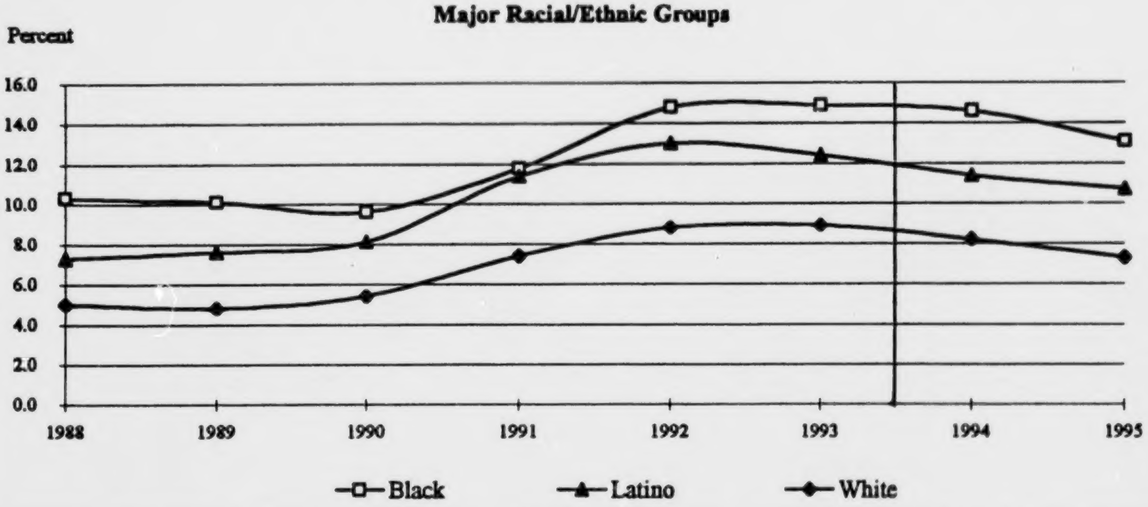
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.

Analysis: California continued its economic recovery during 1995, boosted by declining rates of unemployment among all groups. Men and adult workers, ages 25-64, made the most rapid recovery. Youth unemployment declined only marginally from last year. While not directly comparable to historical rates, this indicator suggests that the State's economy must show substantial additional improvement if it is to achieve the same level of robustness experienced in the late 1980s.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1988 to 1995


Major Racial/Ethnic Groups

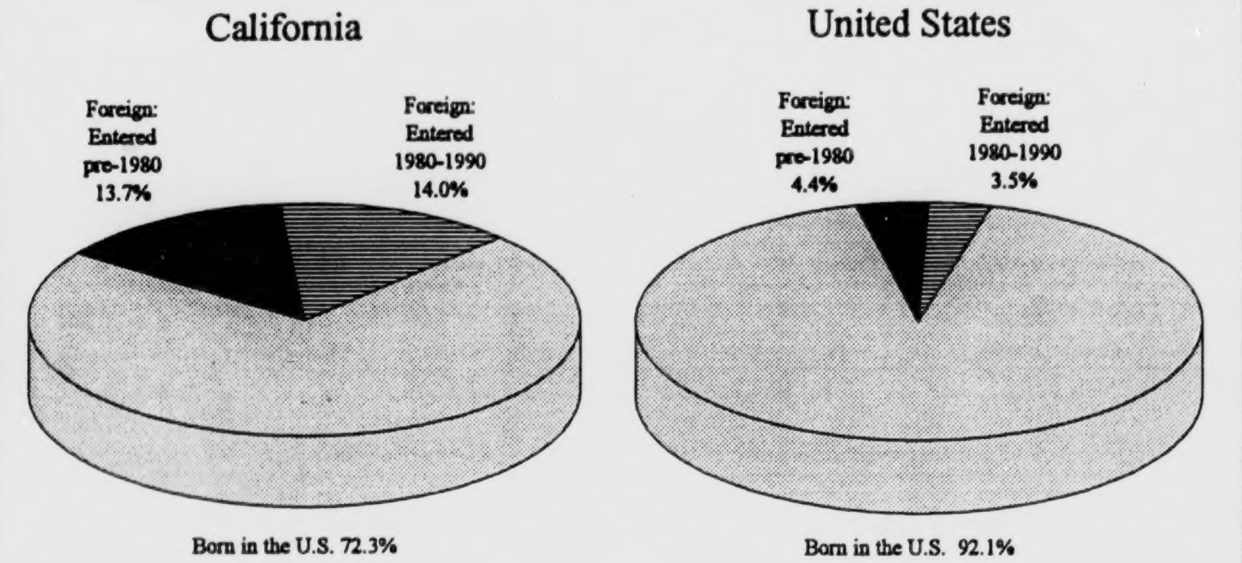
	Black	Latino	White	Total
1988	10.3	7.3	5.0	5.3
1989	10.1	7.6	4.8	5.1
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 •	14.6	11.4	8.2	8.6
1995 •	13.1	10.7	7.3	7.8

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994.

Definition of Measure:	Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.
Use(s) of Measure:	Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.
Related Measures:	Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.
Comparison Group:	The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.
Analysis:	Unemployment rates decreased for workers from all racial/ethnic groups. While the decline in the unemployment rate for Black workers was above average, their rate remains substantially greater than those of other workers. The drop in the unemployment rate for White workers was also above average. While the rate of employment among Latino workers also improved, it was at some slower rate than that of the other groups.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990

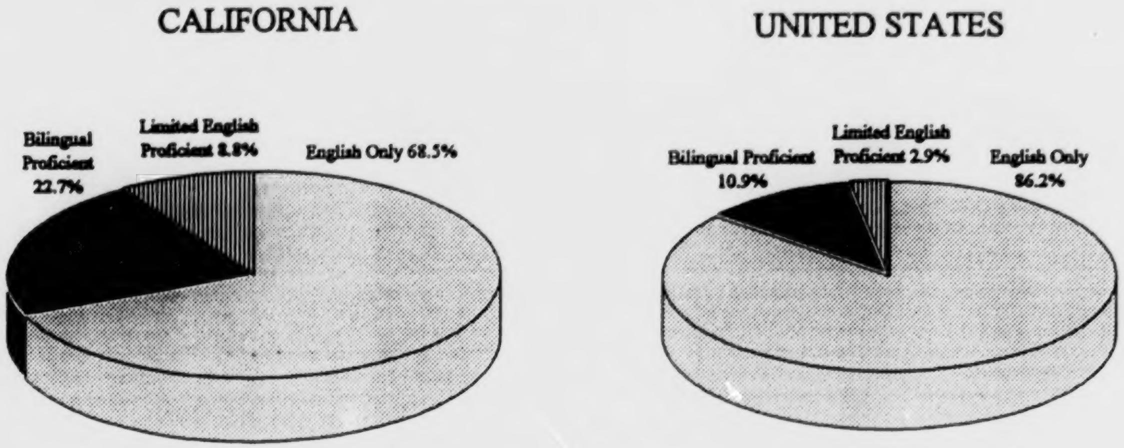


Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure:	Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.
Use(s) of Measure:	The measure describes the international in-migration of California's population in contrast with the overall national in-migration.
Related Measures:	Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.
Comparison Group:	The national comparison is made to highlight the greater diversity within California's population.
Analysis:	Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena.

E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990



Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure: Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.

Use(s) of Measure: This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.

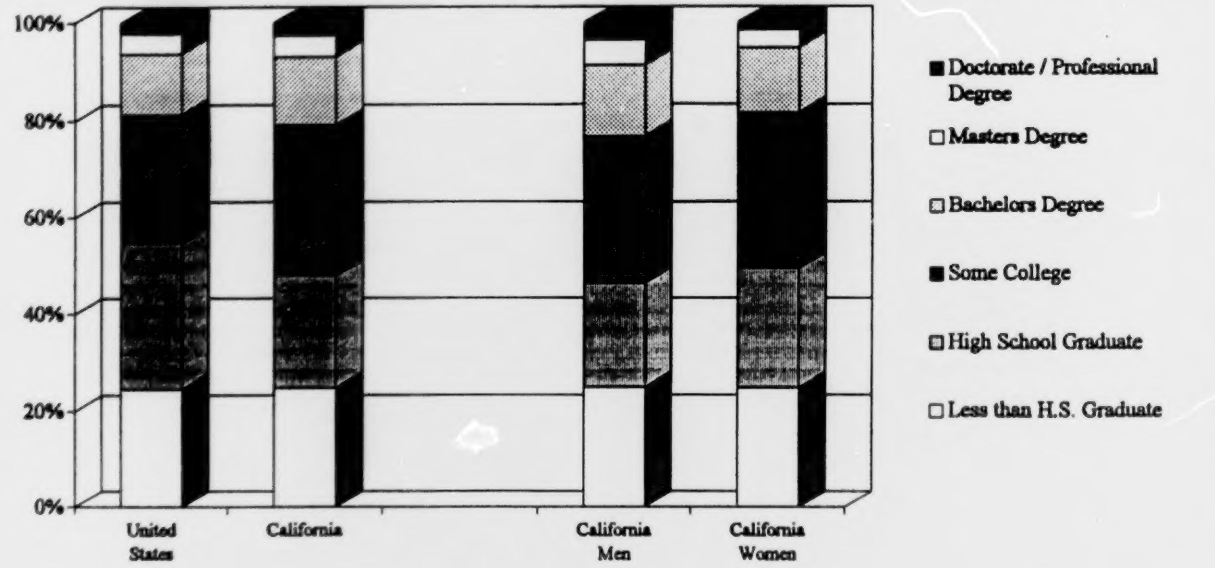
Related Measures: Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.

Comparison Group: The national comparison is made to highlight the special needs within California.

Analysis: The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure: Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.

Use(s) of Measure: This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.

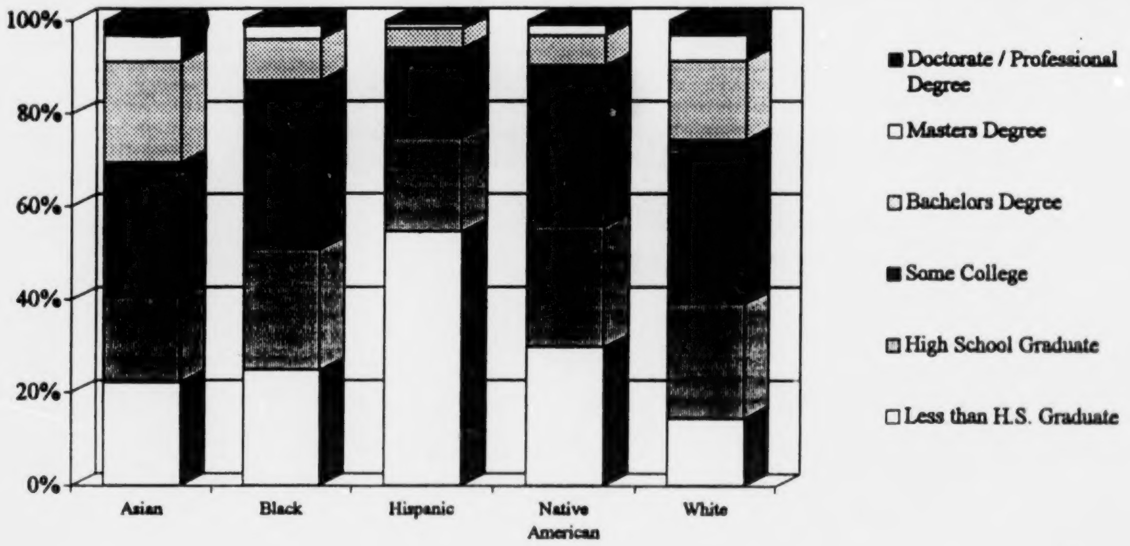
Related Measures: Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.

Comparison Group: The national comparison provides a context within which to consider variations in educational attainment.

Analysis: While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 and Older, by Racial/Ethnic Group, 1990

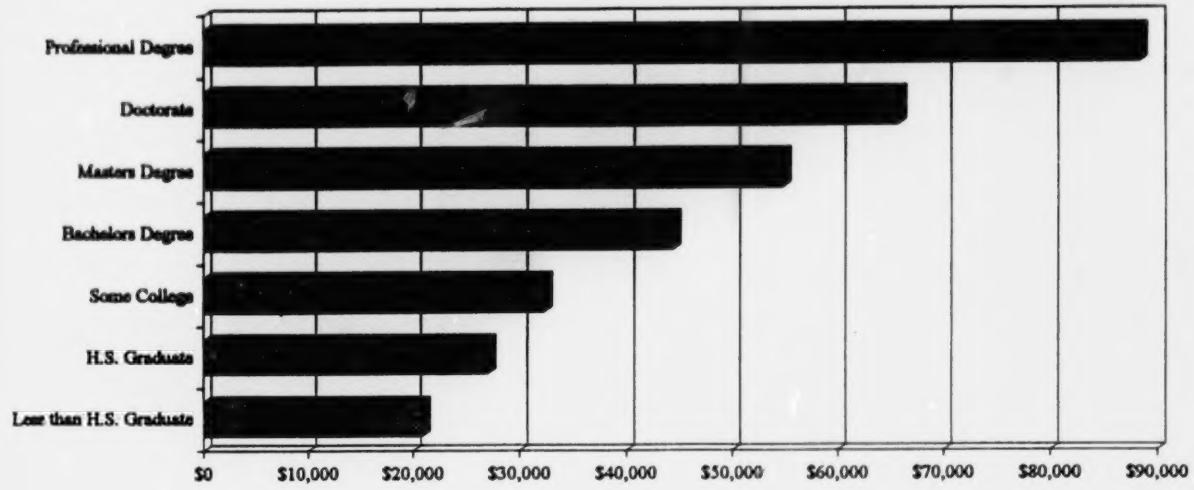


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure	Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.
Related Measures:	Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by level of education attainment.
Comparison Group:	Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.
Analysis:	Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.

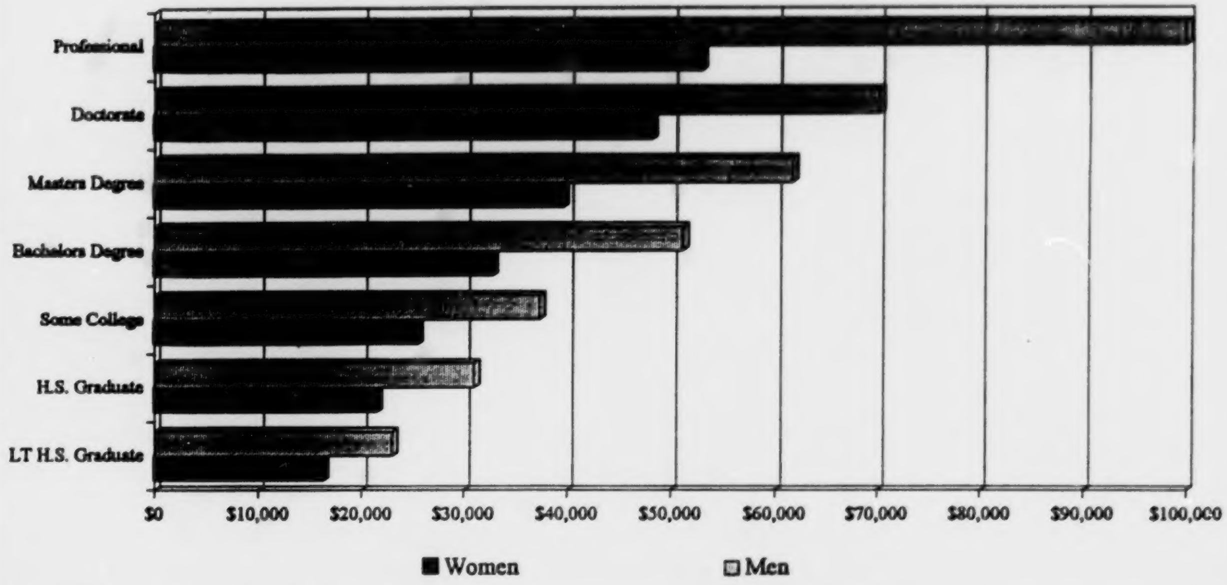
Related Measures: Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.

Analysis: On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

G.2.

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure: Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.

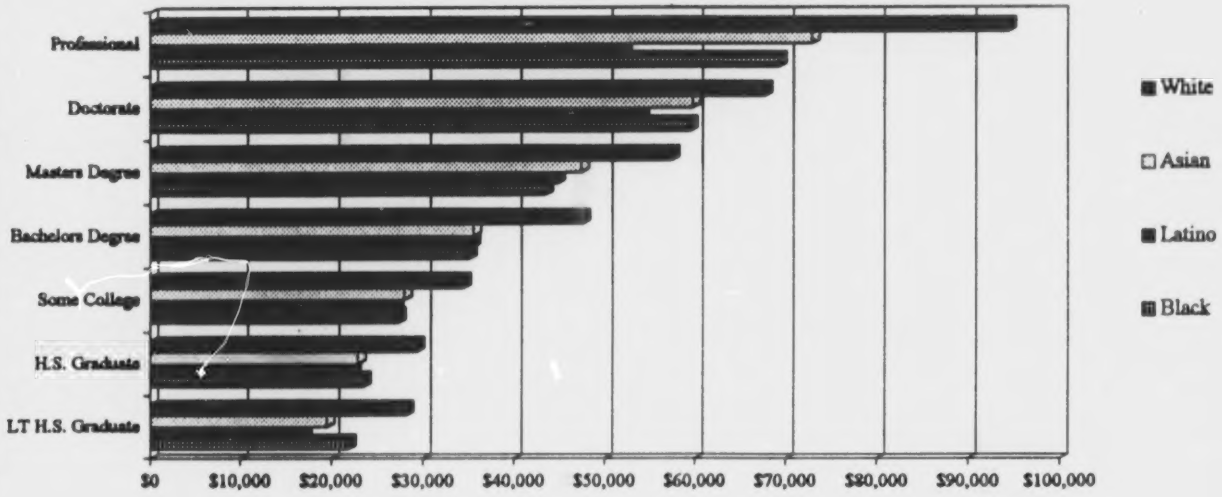
Related Measures: Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.

Analysis: On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment by Major Racial/Ethnic Group, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

Definition of Measure: Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.

Related Measures: Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.

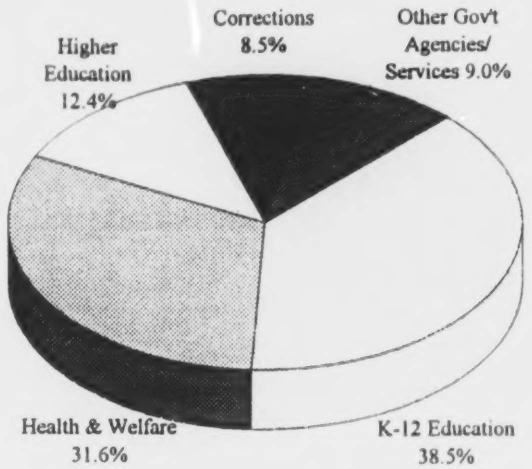
Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.

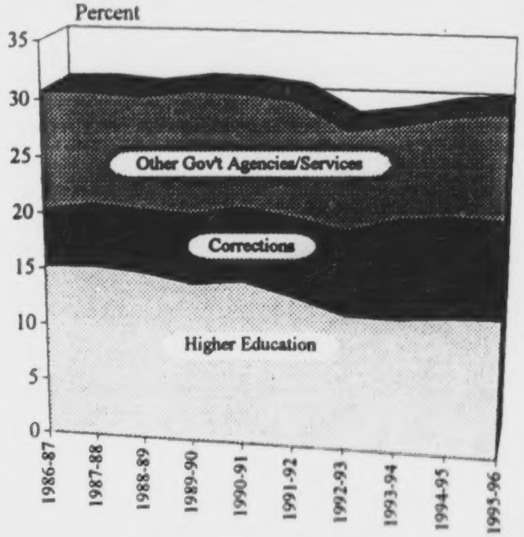
Analysis: Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

A.

State General Fund Appropriations by Major Budget Area, 1990-91, 1994-95, and 1995-96

Distribution of 1995-96 Budgeted Appropriations
(in thousands of dollars)





	1990-91	1994-95	1995-96*	Percent of Total
Total State General Fund	40,071,261	41,602,865	44,198,149	
Public K-12 Education**	14,265,442	15,303,992	17,001,597	38.5
Health & Welfare**	13,376,846	13,971,506	13,966,043	31.6
Higher Education	5,832,544	5,128,272	5,493,187	12.4
Corrections	2,666,939	3,639,217	3,743,287	8.5
Other Government Agencies/Services	3,929,490	3,559,878	3,994,035	9.0

**Budgeted*

***statutorily determined*

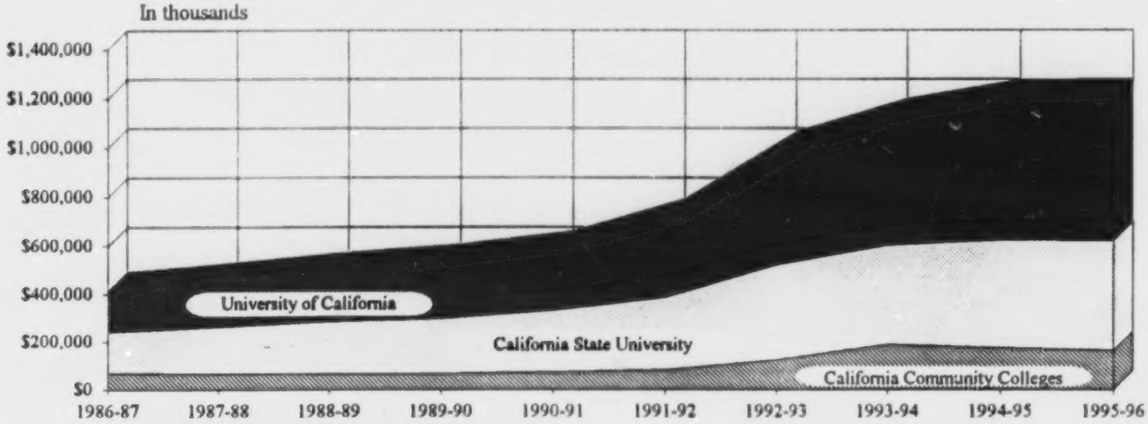
Proportion Appropriated to Non-Statutorily Determined Categories, 1986-87 to 1995-96

	Higher Education	Corrections	Other
1986-87	15.2	5.2	10.3
1987-88	15.4	5.6	9.8
1988-89	15.0	5.6	9.9
1989-90	14.2	6.2	10.7
1990-91	14.6	6.6	9.8
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.6
1993-94	12.0	8.7	8.0
1994-95	12.3	8.7	8.6
1995-96	12.4	8.5	9.0

Definition of Measure:	State General Fund appropriations budgeted by major budget categories and the proportions appropriated to non-statutorily determined categories in the last ten years (CPEC Fiscal Profiles, 1996).
Use(s) of Measure:	This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.
Related Measures:	Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.
Comparison Group:	The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.
Analysis:	State General Fund rose 6 percent in 1995-96. All major budget categories increased except Health and Welfare. As a proportion of the budget, Health and Welfare declined substantially while Corrections decreased slightly from the previous year. The K-12 Education proportion grew substantially while Higher Education and Other Government Agencies/Services showed slight increases over last year.

B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1986-87 to 1995-96



	California Community Colleges	California State University	University of California	TOTAL
1986-87	$66,969,000	$174,455,000	$174,831,000	$416,255,000
1987-88	$65,926,000	$195,960,000	$194,579,000	$456,465,000
1988-89	$65,237,000	$220,663,000	$210,556,000	$496,456,000
1989-90	$65,036,000	$233,012,000	$229,855,000	$527,903,000
1990-91	$72,263,000	$262,206,000	$251,441,000	$585,910,000
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	$122,575,000	$400,327,000	$466,935,000	$989,837,000
1993-94	$186,912,000	$416,664,000	$519,904,000	$1,123,480,000
1994-95	$174,855,000	$450,671,000	$581,168,000	$1,206,694,000
1995-96	$164,602,000	$458,175,000	$601,090,000	$1,223,867,000

Definition of Measure: Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.

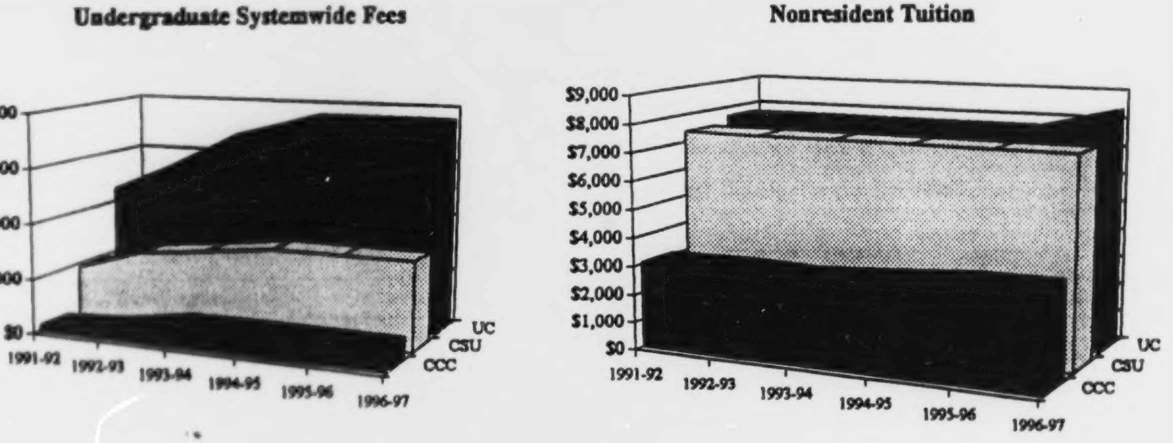
Related Measures: Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.

Comparison Group: The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occurring in the last five years.

Analysis: During the late 1980s, student fee revenues grew at an annual rate of only 6 percent. Between 1990-91 and 1993-94, the average annual rate of increase was 28 percent. In the last two years without student fee increases, revenues increased by only 5 percent. Revenues available to public higher education from student fees grew slightly in 1994-95 despite no fee increases and generated primarily by higher enrollments at the State University and the University of California. Student fee revenues were lower for the commmunity colleges due to lower enrollments.

C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1991-92 To 1996-97


Undergraduate Systemwide Fees

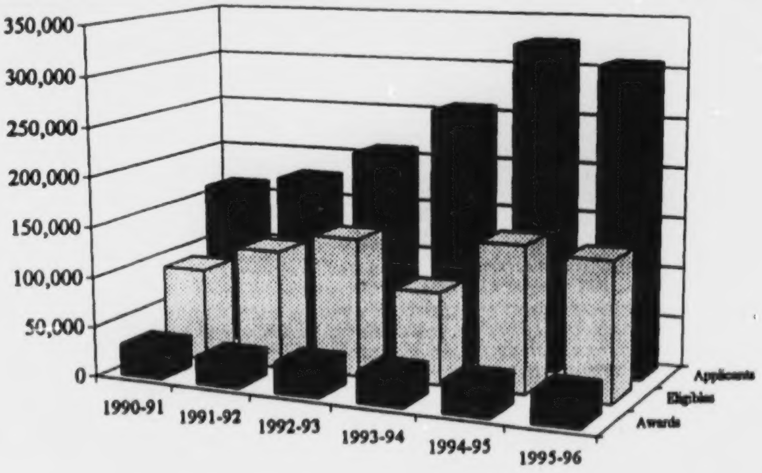
Nonresident Tuition

	University of California		California State University		California Community Colleges	
	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition
1990-91	$1,624	$6,416	$780	$6,170	$100	$2,940
1991-92	$2,274	$7,699	$936	$7,380	$120	$3,060
1992-93	$2,824	$7,699	$1,308	$7,380	$210	$3,120
1993-94	$3,454	$7,699	$1,440	$7,380	$390	$3,060
1994-95	$3,799	$7,699	$1,584	$7,380	$390	$3,210
1995-96	$3,799	$7,699	$1,584	$7,380	$390	$3,420
1996-97	$3,799	$8,394	$1,584	$7,380	$390	$3,420

Definition of Measure:	Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).
Use(s) of Measure:	This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.
Related Measures:	Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary education. Measure IV.A., that shows college-going rates, raises interesting questions about the relation of cost and demand.
Comparison Group:	The time period covered shows very substantial annual resident fee increases occurring while nonresident tuition was relatively stable.
Analysis:	Resident student fees in public higher education were unchanged for 1996-97. No statewide student fee increases had been imposed in 1995-96 as well. During the six previous years, annual statewide resident fees doubled or more. Nonresident tuition rose at the University of California by 9 percent for 1996-97 -- the first increase since 1991-92. Fees surcharge for undergraduate students with baccalaureate degrees had sunset in January 1996.

D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1990-91 Through 1995-96



Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards
1990-91	163,655	92,235	31,220	3.0
1991-92	176,871	117,882	27,445	4.3
1992-93	209,468	137,123	31,220	4.4
1993-94	257,373	91,393 *	31,220	2.9
1994-95	326,652	144,283 *	31,220	4.6
1995-96	308,283	136,673 *	31,220	4.4

*Cal Grant eligibility criteria was tightened beginning 1993-94.

Definition of Measure: The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of these applications that are eligible to receive such state grants and the number of such grants actually awarded, given the State appropriations level for Cal Grants (CSAC, Grant Program Statistics, 1995-96).

Use(s) of Measure: This measure shows changes in the demand and eligibility for financial assistance of California students in comparison to the availability of one type of such assistance, Cal Grants.

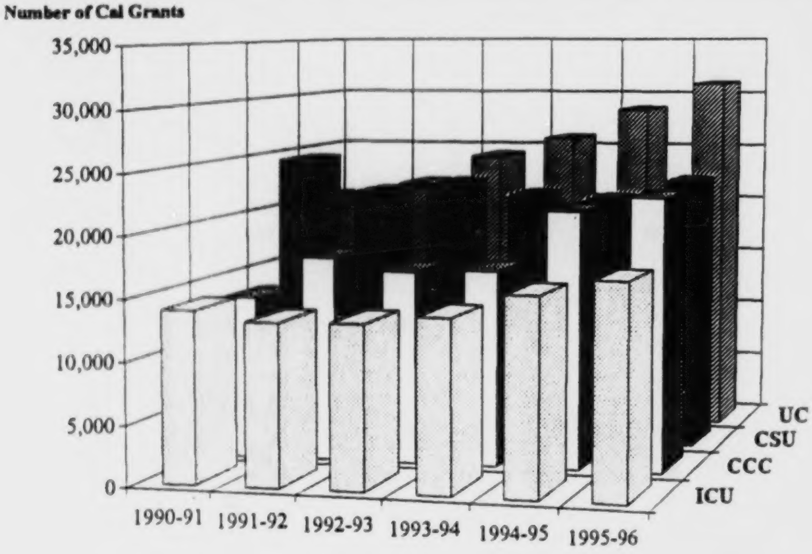
Related Measures: Measure II.C. identifies one of the major contributors to the level of student need -- higher fees. Measures in II.E. present other relevant financial aid information.

Comparison Group: The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance. The time period covers that period during which the most dramatic changes in student fees have occurred.

Analysis: The number of applicants for Cal Grants declined slightly in 1995-96 while the proportion of eligible applicants remained unchanged. The decrease in number of eligible applicants was primarily caused by the movement of the application deadline from April 1 to March 1. The slightly smaller pool of eligible applicants for the same number of awards yields a slightly lower ratio of eligible applicants to awards -- 4.4 to 1 compared to 4.6 to 1 last year.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1990-91 To 1995-96



Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1990-91	13,512	24,548	20,230	13,991
1991-92	17,039	21,590	21,563	13,137
1992-93	15,984	22,575	24,246	13,244
1993-94	16,196	21,604	25,948	13,902
1994-95	21,250	21,335	28,676	15,805
1995-96	22,494	23,037	31,083	17,088

Definition of Measure: The number of new and renewal Cal Grants awarded by system of postsecondary education in California (CSAC, Grant Program Statistics, 1990-91 to 1995-96).

Use(s) of Measure: This measure shows changes in the number of new and renewal Cal Grants awarded in each system during the period when the number of new grants has not changed.

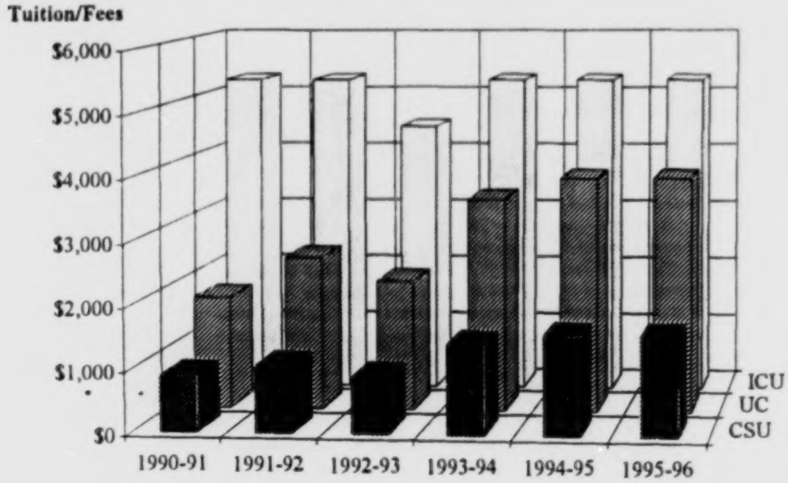
Related Measures: Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.

Comparison Group: The comparison across systems of postsecondary education during this period of fixed new awards provides a perspective on one source of State-funded student financial aid support.

Analysis: The number of undergraduates receiving Cal Grants increased in 1995-96 in all four systems. The rate of increase at the community colleges was substantially less than the previous year. The numbers of undergraduates at the State University with Cal Grants increased substantially but remains below that system's 1990-91 level. University of California undergraduates with Cal Grants increased substantially again this year -- a 54 percent increase over the last six years. The number of undergraduates at independent colleges and universities with Cal Grants increased by an amount similar to that of last year which had been the first substantial increase for several years.

D.3.

Cal Grant Maximum Award by System and as a Proportion of Average Tuition and Fees, 1990-91 To 1995-96



Year	California State University		University of California		Independent Colleges and Universities	
	Maximum Award	Percent	Maximum Award	Percent	Maximum Award	Percent
1990-91	$920	100%	$1,820	100%	$5,250	47%
1991-92	$1,078	100%	$2,486	100%	$5,250	43%
1992-93	$914	65%	$2,108	69%	$4,452	35%
1993-94	$1,440	90%	$3,454	93%	$5,250	39%
1994-95	$1,584	91%	$3,799	92%	$5,250	37%
1995-96	$1,584	91%	$3,799	92%	$5,250	35%

Definition of Measure: The maximum CalGrant award amount authorized for each four-year system in actual dollars and as a percent of average fees/tuition for each system (CSAC, Grant Program Statistics, 1990-91 to 1995-96).

Use(s) of Measure: This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.

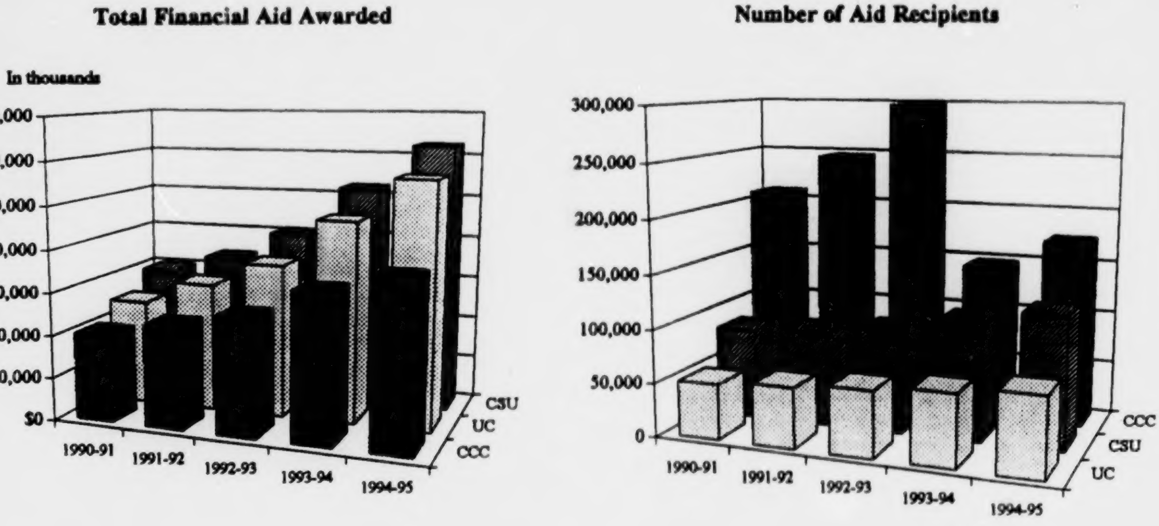
Related Measures: Measure II.C. shows changes in average fees levels at public universities. D.1. reflects the stagnation in new Cal Grant awards while D.2. shows the distribution on new and renewed grants across the systems.

Comparison Group: These three systems provide baccalaureate level education. The five-year period encompasses the recent period of rising fees.

Analysis: Because there were no systemwide fee increases in 1995-96 at the University or State University, maximum award levels were unchanged from the 1994-95 levels. The maximum award level for students attending independent colleges and universities was also unchanged. Because the average tuition and fees paid by these student did increase in the current year, the proportion of their costs covered by their Cal Grants dropped to 35 percent.

E.1.

Total Financial Assistance Excluding Fee Waivers for Undergraduates in Public Colleges and Universities, 1990-91 Through 1994-95


Total Financial Aid Awarded

Number of Aid Recipients

Total Aid Awarded (in thousands)

	CCC	CSU	UC
1990-91	$205,951	$297,984	$248,716
1991-92	$238,732	$337,750	$302,127
1992-93	$272,833	$405,368	$358,370
1993-94	* $341,268	$522,360	$467,362
1994-95	* $382,618	$625,816	$564,644

Number of Recipients

	CCC	CSU	UC
1990-91	209,743	84,763	51,248
1991-92	247,222	88,153	55,577
1992-93	299,098	95,799	60,382
1993-94	147,027	110,113	65,783
1994-95	174,111	122,095	72,085

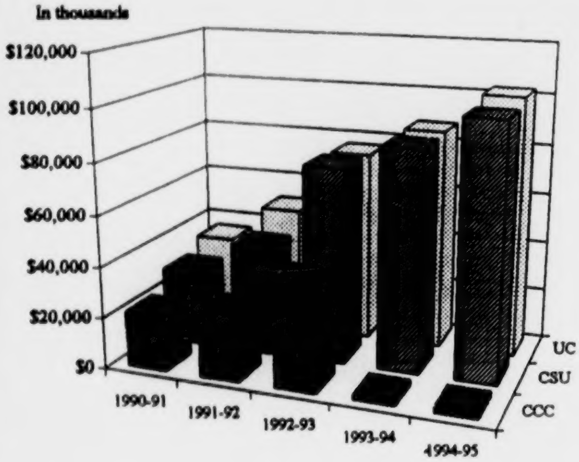
* Excludes Board of Governors Enrollment Fee Waivers that were grants in previous years.
Value of fees waived was $88,566,081 pending for 458,919 recipients but these are not directly appropriated funds.

Definition of Measure:	Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.
Related Measures:	Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college – fees.
Comparison Group:	The last five years have shown the most dramatic changes in this measure across all systems.
Analysis:	In 1994-95, student fees increased slightly at the State University and the University but were unchanged at the community colleges. In all three public systems, the number of students receiving aid and total aid disbursed increased. Average annual aid per recipient increased at the State University from $4,744 in 1993-94 to $5,126 in 1994-95 and from $7,105 to $7,833 at the University. Average annual aid per recipient at the community colleges decreased from $2,321 in 1993-94 to $2,198 in 1994-95.

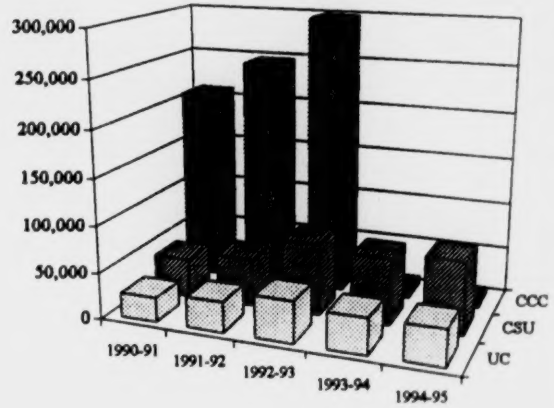
E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1990-91 Through 1994-95

Total Grant Aid Awarded



Number of Grant Aid Recipients



Total Institutional Grant Aid Awarded (in thousands)

	CCC	CSU	UC
1990-91	$22,178	$29,627	$35,064
1991-92	$26,518	$42,616	$50,074
1992-93	$42,010	$77,104	$75,791
1993-94	* $2,516	$86,425	$87,046
1994-95	* $2,637	$99,141	$102,140

Number of Recipients

	CCC	CSU	UC
1990-91	209,743	42,509	26,115
1991-92	247,222	51,787	32,464
1992-93	299,098	77,613	44,339
1993-94	9,359	72,268	38,126
1994-95	6,164	78,172	38,393

* Excludes Board of Governors Enrollment Fee Waivers which in previous years were grants. Value of fees waived was $88,566,081 for 458,919 recipients. These are not directly appropriated funds.

Definition of Measure: Number of undergraduates receiving institutional grant aid and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

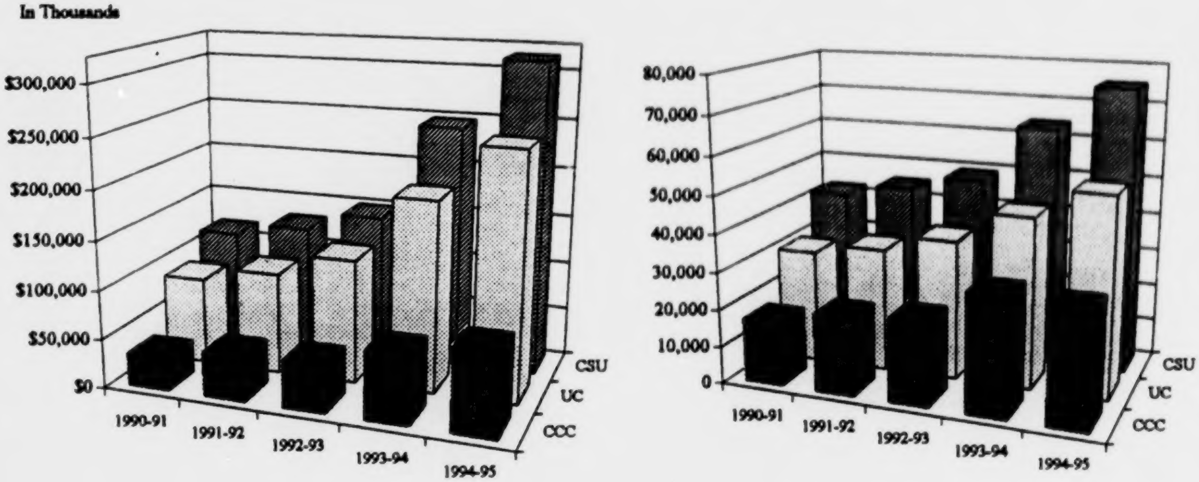
Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college – fees.

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Institutional grant aid has increased in all three public systems with the number of aid recipients increasing at the State University and the University. The community colleges have increasingly relied on fee waivers as a source of aid. Average annual grant aid per recipient has increased at the community colleges from $269 in 1993-94 to $428 in 1994-95, from $1,2196 to $1,268 at the California State University and from $2,283 to $2,660 at the University of California.

E.3.

Financial Support for Undergraduates From Loans, 1990-91 Through 1994-95



Financial Support From Loans

Number of Loan Recipients

Total Loans Initiated (in thousands)

	CCC	UC	CSU
1990-91	$34,316	$89,252	$115,887
1991-92	$45,887	$103,324	$128,939
1992-93	$48,696	$125,977	$148,001
1993-94	$69,696	$192,798	$246,294
1994-95	$83,771	$247,205	$315,490

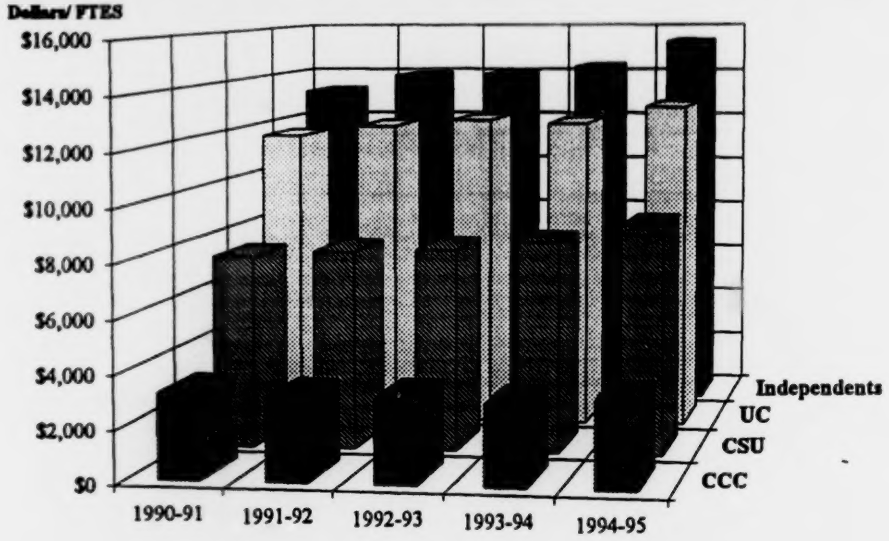
Number of Recipients

	CCC	UC	CSU
1990-91	17,268	30,445	41,958
1991-92	21,029	32,986	44,910
1992-93	22,345	37,284	48,836
1993-94	31,446	45,441	64,022
1994-95	30,352	52,875	75,211

Definition of Measure:	Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.
Related Measures:	Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.
Comparison Group:	The last five years have shown the most dramatic changes in these measures across all systems.
Analysis:	Loan volume in total dollars continues to increase in all three public systems. While the number of loan recipients decreased slightly at the community colleges, at the State University, their numbers grew by about 11 percent and at the University by 10 percent in one year. Average loan burden per recipient increased at the community colleges from $2,216 in 1993-94 to $2,760 in 1994-95, from $4,243 to $4,676 at the State University and from $3,847 to $4,195 at the University.

F.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1990-91 to 1994-95



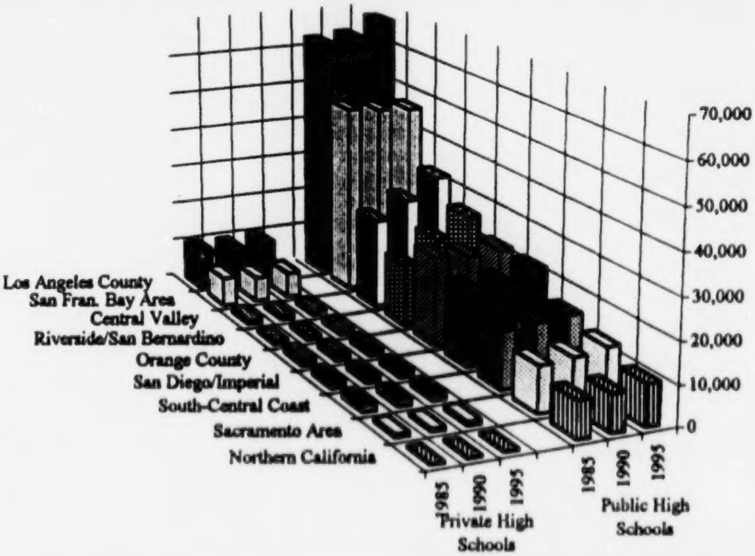
	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	Actual	Actual	Computed
1990-91	$3,252	$7,434	$11,686	$13,233
1991-92	$3,159	$7,667	$12,108	$13,913
1992-93	$3,203	$7,781	$12,362	$13,975
1993-94	$3,053	$8,097	$12,249	$14,305
1994-95	$3,304	$8,811	$12,944	$15,391

*AICCU figures computed from total I-R expenditures per FTE.

Definition of Measure:	Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).
Use(s) of Measure:	This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.
Related Measures:	Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.
Comparison Group:	The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.
Analysis:	After a number of years of relatively stagnant, and even decreasing, revenues, all four systems of postsecondary education posted increases in revenues for instructionally related activities in 1994-95. Average revenues per student rose 8.8 percent at the State University, 8.2 percent at the community colleges, 7.6 percent at independent institutions, and 5.7 percent at the University.

A.1.

Public and Private High School Graduates by Major Geographic Region, 1985, 1990, and 1995



	~ 1985 ~		~ 1990 ~		~ 1995 ~	
	Public	Private	Public	Private	Public	Private
Los Angeles County	62,621	10,099	63,436	9,470	67,091	10,003
San Francisco Bay Area	48,253	7,258	47,342	6,261	46,610	6,360
Central Valley	22,608	1,130	26,933	976	32,122	1,203
Riverside/San Bernardino	15,592	846	19,500	836	26,089	1,096
Orange County	22,275	1,681	21,552	1,484	22,080	1,925
San Diego/Imperial	19,128	1,798	21,229	1,476	21,941	1,516
South-Central Coast	14,293	1,757	15,155	1,605	15,625	1,721
Sacramento Area	11,600	876	12,124	718	13,364	997
Northern California	9,078	250	9,290	225	10,278	331
	225,448	**25,695**	**236,561**	**23,051**	**255,200**	**25,152**

Definition of Measure: California's public and private high school graduates as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

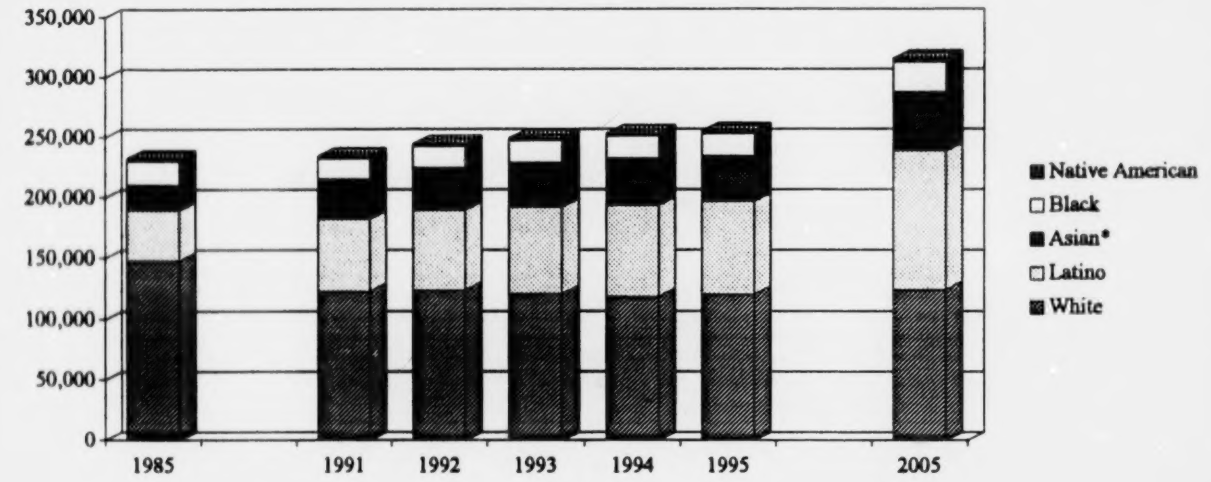
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: California public and private high schools experienced sizeable increases in numbers of graduates in 1995, however, the overall increase was smaller than predicated previously. Most of the increases occurred in the Central Valley and San Bernardino and Riverside counties. There were fewer graduates in Los Angeles and Orange counties than last year.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1985, 1991 Through 1995, and 2005 Projected



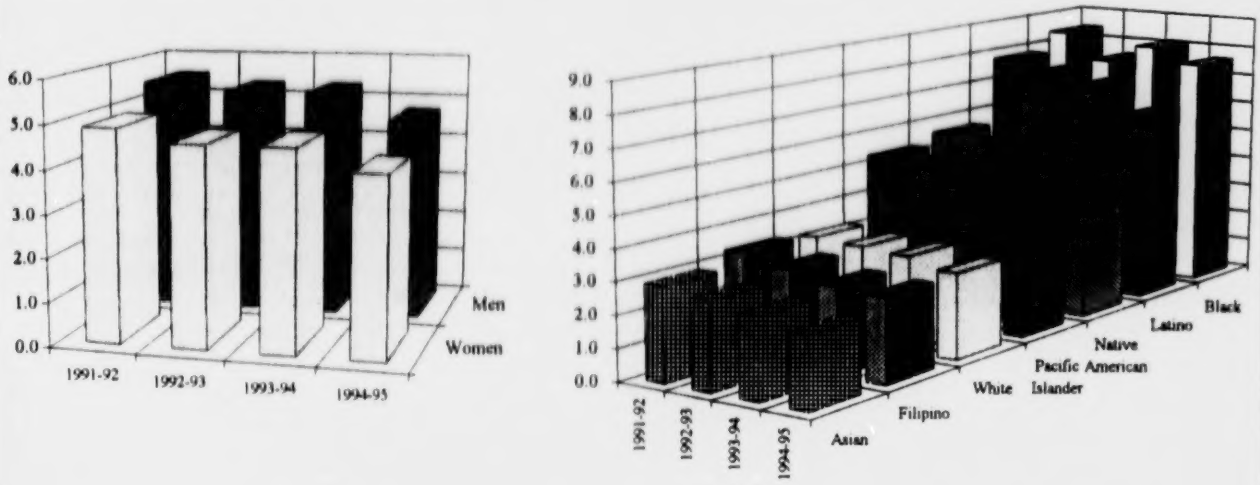
	1985	1991	1992	1993	1994	1995	2005
Asian*	20,642	32,937	34,921	36,643	38,379	37,029	48,902
Black	20,200	17,113	17,656	18,219	18,979	18,864	24,826
Native American	1,695	1,997	2,112	2,138	2,119	2,262	3,184
Latino	42,046	59,220	66,199	71,464	75,026	76,557	114,308
White	147,616	122,852	123,704	120,844	118,580	120,488	124,270
TOTAL	**242,172**	**234,119**	**244,592**	**249,308**	**253,083**	**255,200**	**315,490**
Asian*	8.5	14.1	14.3	14.7	15.2	14.5	15.5
Black	8.3	7.3	7.2	7.3	7.5	7.4	7.9
Native American	0.7	0.9	0.9	0.8	0.8	0.9	1.0
Latino	17.4	25.3	27.1	28.7	29.6	30.0	36.2
White	61.0	52.5	50.6	48.5	46.9	47.2	39.4

*Category includes Asians, Pacific Islanders, and Filipinos

Definition of Measure:	Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1996 projections.
Use(s) of Measure:	This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.
Related Measures:	Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.
Comparison Group:	One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.
Analysis:	Public high school graduates increased by only 0.8 percent in 1995, a smaller than expected increase. Reversing a long-term trend, the numbers of Asian graduates decreased while the number of White graduates grew. Latino graduates continue to expand in number and representation among public school graduates, now comprising 30 percent. In the next ten years, the size of public high school graduating class will increase by 24 percent, and Latino graduates will comprise 36 percent of the population.

B.

Dropout Rates in California's Public High Schools by Gender and Racial/Ethnic Group, 1991-92 To 1994-95



	1991-92	1992-93	1993-94	1994-95
Men	5.5	5.3	5.2	4.7
Women	4.9	4.6	4.5	4.1
Total	**5.2**	**5.0**	**4.9**	**4.4**

	1991-92	1992-93	1993-94	1994-95
Asian	2.9	2.7	2.6	2.2
Pacific Islander	5.3	5.3	5.5	5.0
Filipino	3.3	3.0	2.7	2.6
Black	8.4	7.5	8.1	7.6
Native America	5.6	5.5	6.2	4.7
Latino	7.8	7.5	7.2	6.3
White	3.2	3.1	3.0	2.7
Total	**5.2**	**5.0**	**4.9**	**4.4**

Definition of Measur The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.

Use(s) of Measure: This revised measure describes the State's drop-out rate using a method consistent with national event drop-out rates, grades 10 to 12, reported by the National Center for Education Statistics (NCES).

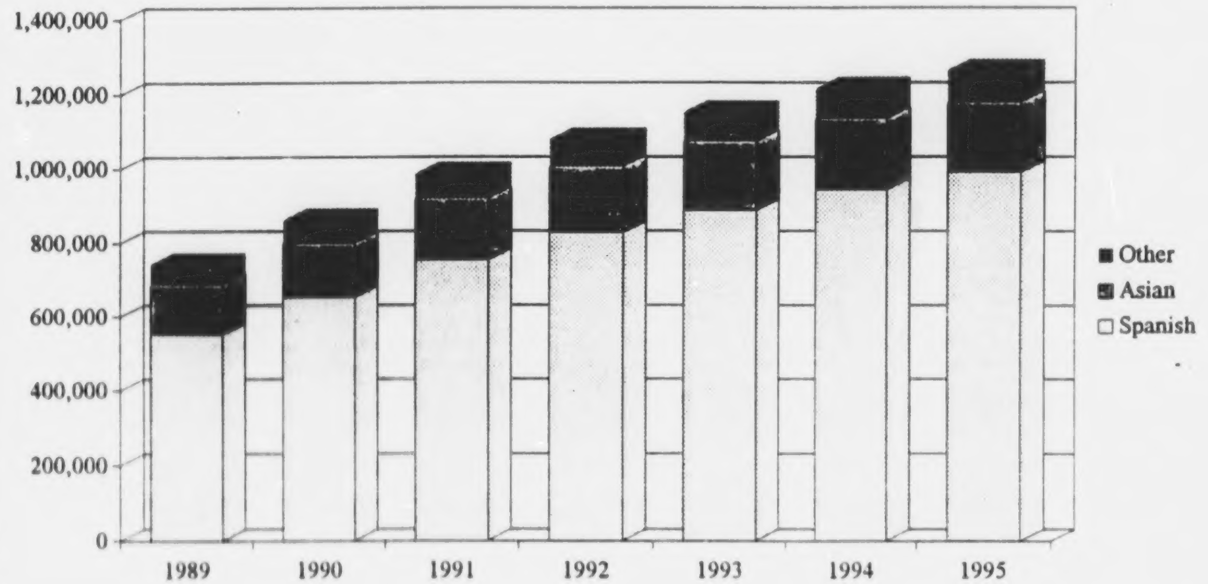
Related Measures: Measure III.A. describes this measure's counterpart of completers. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group: This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.

Analysis: The drop-out rate decreased statewide and for students from all subgroups. While the statewide rate is 4.4 percent, the rates for Asian, Filipino, and White students are below 3 percent. The rates for Pacific Islanders and Native Americans are near 5 percent while the rates for Latino and Black students are 6.3 and 7.6 percent, respectively. Nationally, the overall drop-out rate was 5.3 percent in 1994. The rate for White students was 4.2 percent, for Black students, 6.6 percent and for Latino students, 10 percent.

C.

California's Public School Students Identified as Limited English Proficient, 1989 to 1995

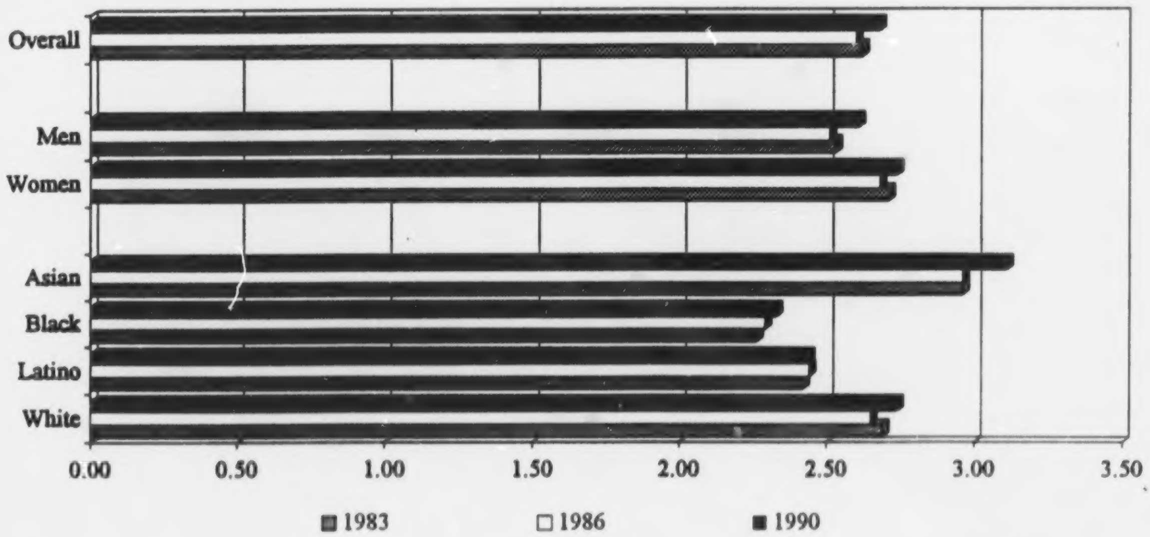


Language	1989	1990	1991	1992	1993	1994	1995
Spanish	553,498	655,097	755,359	828,036	887,757	943,559	990,801
Asian	133,574	143,782	162,833	175,829	184,626	189,816	187,042
Other	55,487	62,652	68,270	74,840	79,436	81,843	85,139
TOTAL	742,559	861,531	986,462	1,078,705	1,151,819	1,215,218	1,262,982
Percent of Total Enrollments	16.1	18.1	19.9	21.1	22.2	23.1	23.7

Definition of Measure:	The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.
Use(s) of Measure:	This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.
Related Measures:	Measure I.F. presents representation of limited English proficiency in the adult population in California.
Comparison Group:	The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.
Analysis:	The number of students with limited English proficiency continues to grow but the rate of increase continues to slow. The proportion of LEP students whose primary language is Spanish increased somewhat this year -- they comprised 77.8 percent of LEP students in 1994 and 78.4 percent in 1995. The number and proportion of Asian LEP students decreased in 1995. While the numbers of students from other language backgrounds grew, their proportion among LEP students remained at 6.7 precent.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, and 1990



	1983	1986	1990
Overall	2.62	2.60	2.68
Men	2.53	2.51	2.61
Women	2.71	2.68	2.74
Asian	2.96	2.96	3.11
Black	2.26	2.29	2.33
Latino	2.42	2.44	2.44
White	2.69	2.65	2.74

Definition of Measure: The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, and 1990 High School Eligibility Studies of the California Postsecondary Education Commission.

Use(s) of Measure: This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.

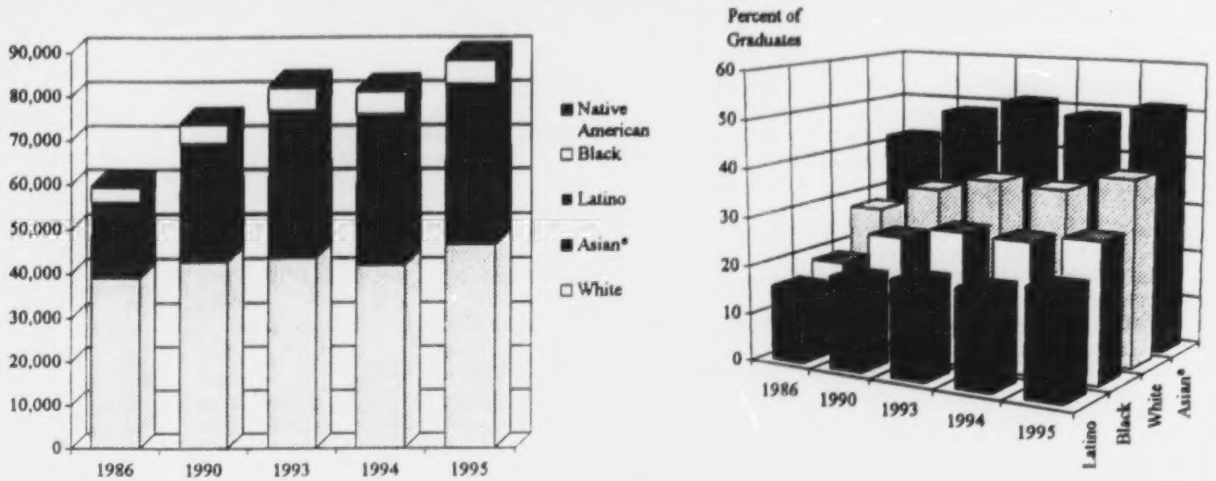
Related Measures: Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.

Comparison Group: These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.

Analysis: Average grades increased slightly between 1986 and 1990 except for Latino graduates – the fastest growing subgroup of the graduating class. Grades are a major component of university admission policies. It is impossible to determine to what extent recent improvements in graduates' grade-point averages are a true indicator of improved achievement or the result of grade inflation.

E.1.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1993 To 1995



	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1993	1994	1995	1986	1990	1993	1994	1995
Asian*	10,035	15,831	18,774	18,690	18,937	41.8	48.1	51.2	48.7	51.3
Black	3,398	4,435	5,056	5,204	5,455	18.5	25.4	27.8	27.4	28.9
Latino	6,916	10,730	14,634	15,360	17,250	15.9	19.4	20.5	20.5	22.5
Native American	273	369	482	489	604	16.5	19.5	22.5	23.1	26.7
White	39,107	42,770	43,473	41,822	46,530	27.7	33.1	36.0	35.3	38.7
Total	**59,729**	**74,135**	**82,419**	**81,565**	**88,776**	**26.1**	**31.3**	**33.1**	**32.2**	**34.8**

* Includes Asians, Filipinos and Pacific Islanders

Definition of Measur The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

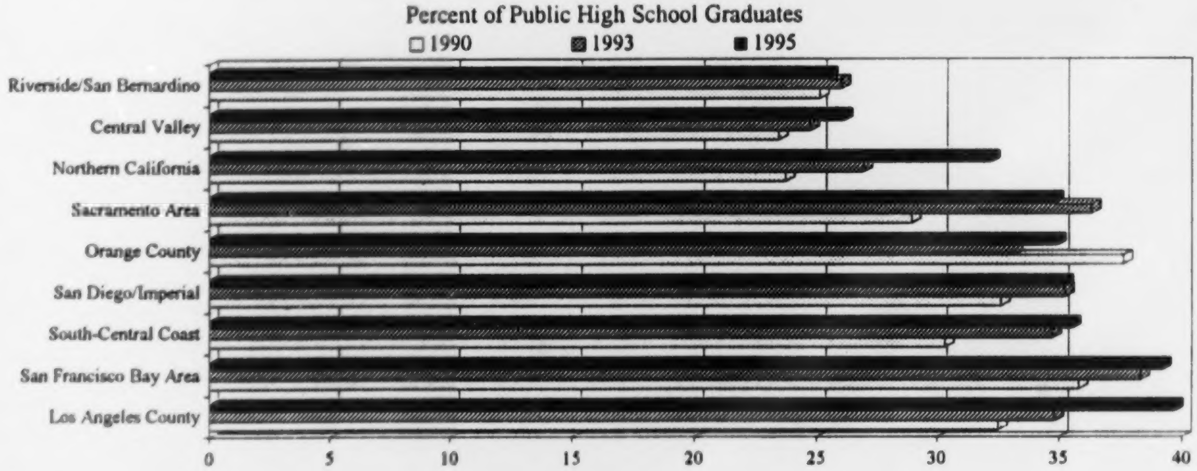
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.

Analysis: The trend toward larger proportions of public high school graduates completing a university preparatory curriculum was clearly reestablished in 1995. Nearly 35 percent of all public high school graduates completed the high school course work required for university admission. While the largest proportional increases occurred among Native American and White students, substantial increases occurred among students of every racial/ethnic subgroup. However, significant differentials across subgroups persists. While half of the Asian graduates took this coursework, only one-quarter of the Black graduates and and 22.5 percent of the Latino graduates were so prepared.

E.2.

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1990, 1993, and 1995



	Number of "A-F" Completers			Percent of Graduates		
	1990	1993	1995	1990	1993	1995
Los Angeles County	20,646	23,292	26,639	32.5	34.8	39.7
San Francisco Bay Area	16,951	17,695	18,277	35.8	38.3	39.2
South-Central Coast	4,599	5,403	5,547	30.3	34.7	35.5
San Diego/Imperial	6,932	7,740	7,724	32.6	35.2	35.2
Orange County	8,107	7,354	7,578	37.6	33.1	34.9
Sacramento Area	3,507	4,703	4,656	28.9	36.3	34.8
Northern California	2,200	2,541	3,309	23.7	26.9	32.2
Central Valley	6,290	7,432	8,389	23.4	24.7	26.1
Riverside/San Bernardino	4,903	6,129	6,657	25.1	26.0	25.5
Total	**74,135**	**82,419**	**88,776**	**31.3**	**33.1**	**34.8**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

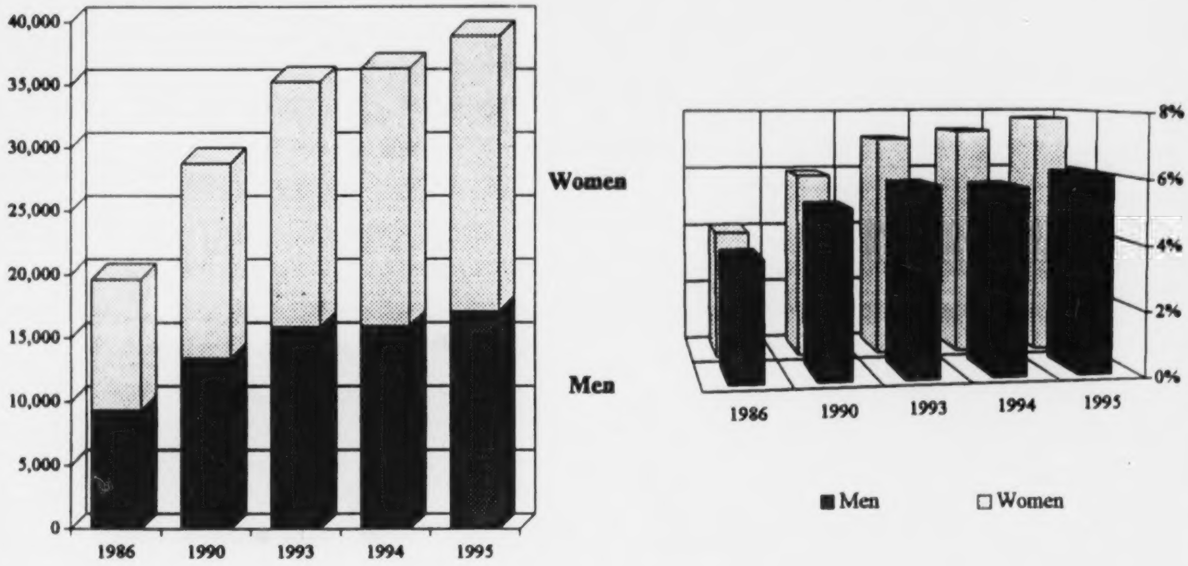
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1990 is used as baseline with the current year to provide comparison data from the last Eligibility Study.

Analysis: In 1995, the proportion of Los Angeles County high school graduates completing a university preparatory curriculum surpassed that of graduates in the San Francisco Bay Area. In addition to these two regions, substantial growth in the proportions of graduates completing this curriculum occurred in the Northern California region, the South-Central Coast region, and the Central Valley. The proportion of graduates in Orange County completing this curriculum has actually decreased since 1990.

F.1.

California's Public Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990, 1993 to 1995



	Number of Test Takers					Percent of All High School Graduates				
	1986	1990	1993	1994	1995	1986	1990	1993	1994	1995
Men	9,345	13,437	15,892	15,941	17,136	3.7%	5.2%	5.8%	5.7%	6.1%
Women	10,288	15,367	19,355	20,358	21,739	4.1%	5.9%	7.1%	7.3%	7.8%
Total	**19,633**	**28,804**	**35,247**	**36,299**	**38,875**	**7.8%**	**11.1%**	**12.9%**	**13.1%**	**13.9%**

Definition of Measure: The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

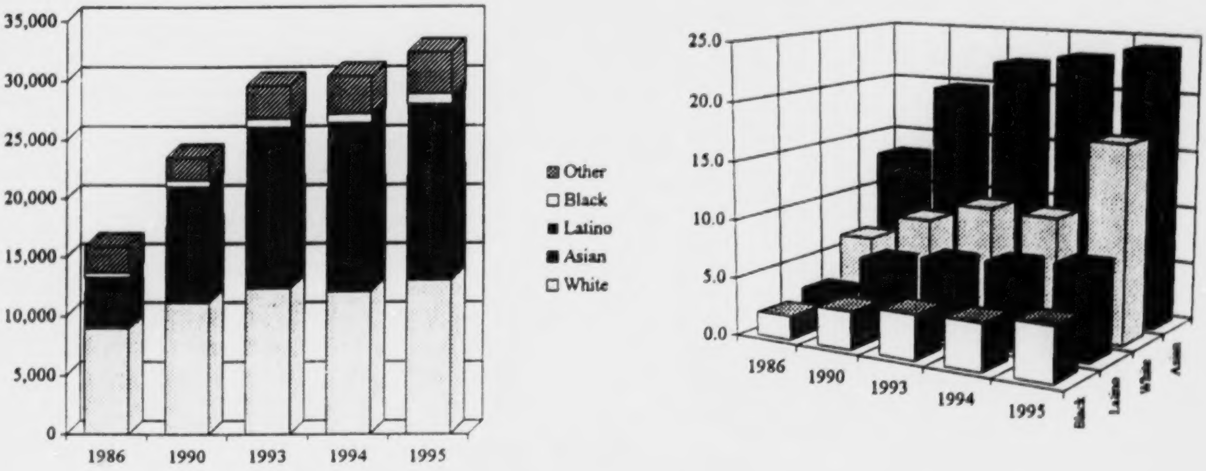
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: A sizable increase in AP exam participation occurred in 1995 among California's 12th graders. Over the last ten years, the proportion of twelfth graders participating jumped from 7.8 percent to 13.9 percent – a 78 percent increase. While the number and proportions of both men and women increased, women's participation in these examinations continues to grow at a faster rate than men's.

F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1990, 1993 to 1995



	Number of Test Takers					Percent of Each Group's Graduates				
	1986	1990	1993	1994	1995	1986	1990	1993	1994	1995
Asian	3,150	6,475	8,577	8,860	8,912	13.2	19.7	22.3	23.1	24.1
Black	356	567	730	761	875	2.0	3.2	3.8	4.0	4.6
Latino	1,206	3,399	5,159	5,524	6,077	2.8	6.2	6.9	7.4	7.9
Other	2,218	1,919	2,769	3,167	3,521					
White	8,979	11,173	12,353	12,049	13,010	6.4	8.7	10.4	10.2	17.0
Total	**15,909**	**23,533**	**29,588**	**30,361**	**32,395**	**7.0**	**10.0**	**11.7**	**12.0**	**12.7**

Definition of Measure: The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board report and these participants as a percent of each group's graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

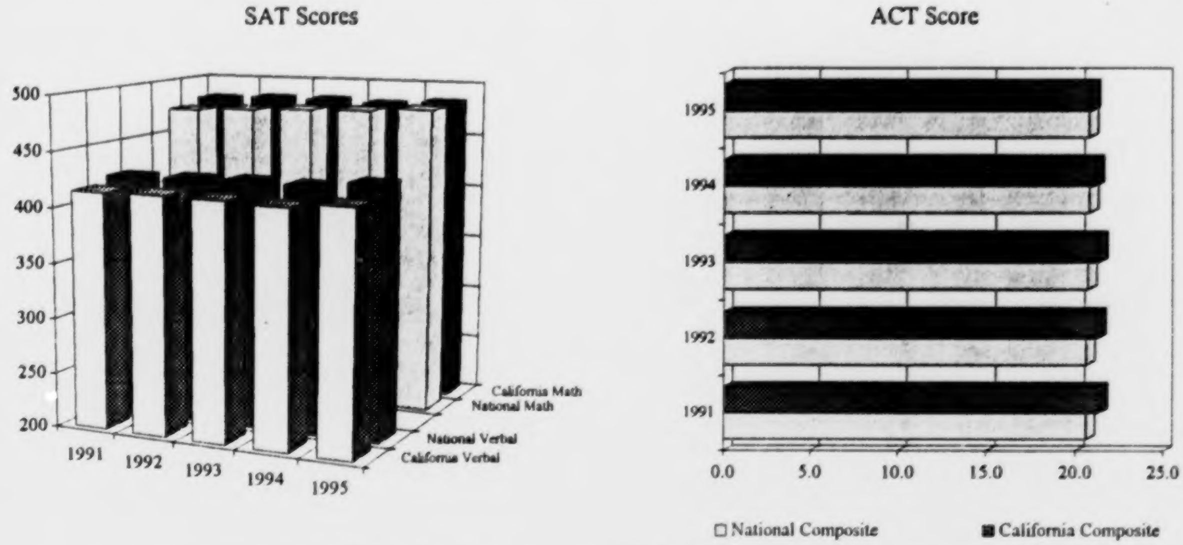
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: Increases in participation of public school twelfth graders in AP examinations occurred for all groups. However, the relative increases were greatest among White and Asian public school twelfth graders, thus expanding the differential participation levels across groups. While one in four Asian student and one in six White students participate in these exams, only one in thirteen Latino students and one in twenty-two Black students participate.

G.1.

Achievement of California Students Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT) as Compared to National Achievement, 1991 to 1995


SAT Scores

ACT Score

	California					National				
Scores	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
SAT Verbal	415	416	415	413	417	422	423	424	423	428
SAT Math	482	484	484	482	485	474	476	478	479	482
ACT Composite	21.3	21.2	21.3	21.1	20.9	20.6	20.6	20.7	20.8	20.8
Participation										
SAT	114,716	116,806	120,386	127,004	127,364	1,032,685	1,034,131	1,044,465	1,050,386	1,067,993
ACT	19,407	22,291	25,994	29,116	33,741	796,983	832,217	875,603	891,714	945,369

Definition of Measure: The number of students participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1991 to 1995.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

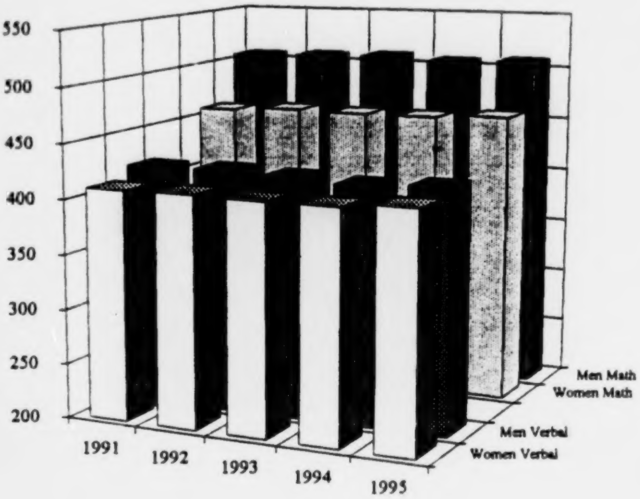
Comparison Group: As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.

Analysis: On the 1995 reformatted SAT test, California test takers achieved higher scores while the number of test takers increased slightly. This parallels national trends. The ACT composite score for Californians decreased in 1995 while the number of ACT test takers grew 16 percent.

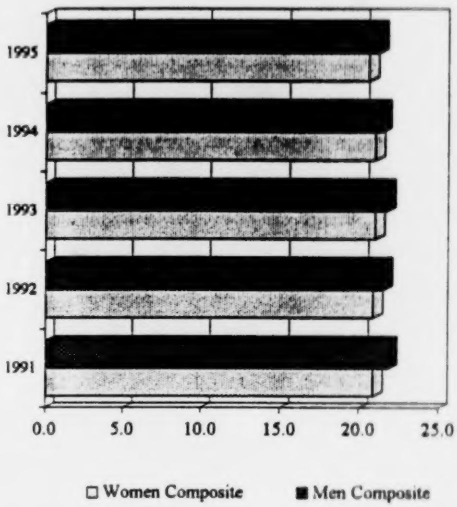
G.2.

Achievement of California Men and Women on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1991 to 1995

SAT Scores



ACT Score



	Men					Women				
Scores	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
SAT Verbal	421	422	420	417	420	410	411	410	410	414
SAT Math	507	509	510	507	509	459	462	461	461	464
ACT Composite	21.8	21.5	21.7	21.4	21.2	20.9	20.9	21.0	21.0	20.6
Participation										
SAT	54,706	55,269	56,394	58,605	58,320	60,010	61,537	63,992	68,399	69,044
ACT	8,212	9,003	10,410	11,519	13,126	11,195	13,288	15,584	17,597	20,615

Definition of Measure: The number of men and women participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1991 to 1995.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

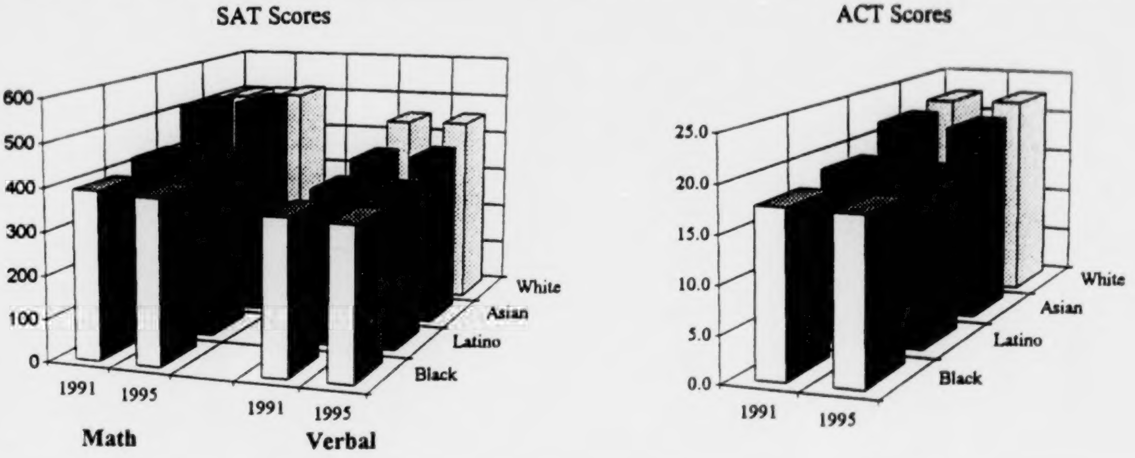
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of California men and women.

Analysis: While women's test scores remain below those of men, women's SAT scores in 1995 improved more and their ACT scores declined more than those of men. The number of men taking the SAT decreased while the margin of women over men taking tests continues to grow.

G.3.

Achievement of Californians by Major Racial/Ethnic Group on the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1991 and 1995



Scores	**SAT Verbal**		**SAT Math**		**ACT Composite**	
	1991	**1995**	**1991**	**1995**	**1991**	**1995**
Asian	394	405	513	525	21.8	21.4
Black	359	352	392	384	17.6	17.4
Latino	370	368	422	418	18.8	18.4
White	450	453	504	511	22.5	22.6

Participation	**SAT**				**ACT**			
	Asian	**Black**	**Latino**	**White**	**Asian**	**Black**	**Latino**	**White**
1991	24,229	7,401	18,163	52,467	2,808	1,409	3,002	9,202
1995	25,990	8,728	23,449	53,087	4,897	3,121	6,513	13,506

Definition of Measure: The number of Californians from the major racial/ethnic groups participating and their average scores on the Scholastic Assessment Test (SAT) as reported by the College Board and on the American College Test (ACT) as reported by American College Testing, 1991 and 1995.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

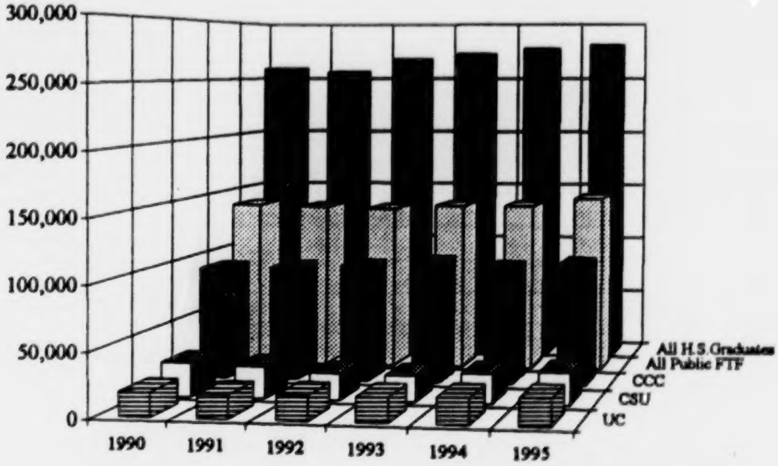
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.

Analysis: SAT scores for Asian and White test takers improved over five years ago while the scores for Black and Latino test takers decreased. On the ACT, Asian, Black, and Latino test takers earned lower scores than five years ago while those of White test takers increased slightly. Participation increased for all subgroups on both examinations.

A.1.

California High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1990 to 1995



	California High School Graduates	First-Time Freshmen							
		University of California		California State University		California Community Colleges		All Public First-Time Freshmen	
1990	258,949	19,003	7.3	27,094	10.5	93,640	36.2	139,737	54.0
1991	256,301	18,246	7.1	25,087	9.8	95,123	37.1	138,456	54.0
1992	267,867	19,189	7.2	21,093	7.9	97,092	36.2	137,374	51.3
1993	272,789	19,253	7.1	20,516	7.5	100,698	36.9	140,467	51.5
1994	277,383	20,303	7.3	23,409	8.4	97,069	35.0	140,781	50.8
1995	280,352	21,140	7.5	25,606	9.1	100,880	36.0	147,626	52.7

Definition of Measure: The number and proportion of California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

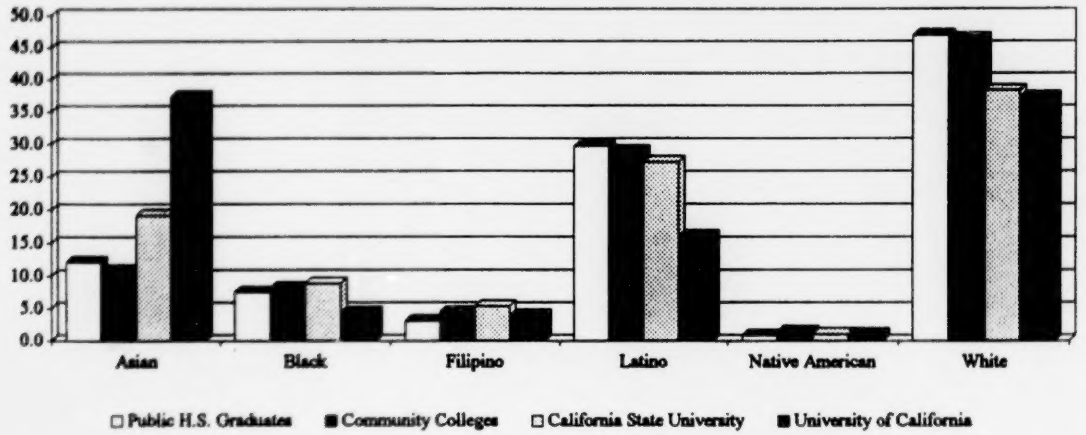
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1995 public high school graduates and and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: In Fall 1995, the numbers and proportions of California high school graduates enrolling in all public postsecondary systems rose. The increases successfully halted the downward slide of statewide college-going rates. This was the second year of increases at the university systems and reflects a full percentage point increase in participation at the community colleges.

A.2

California 1995 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1995



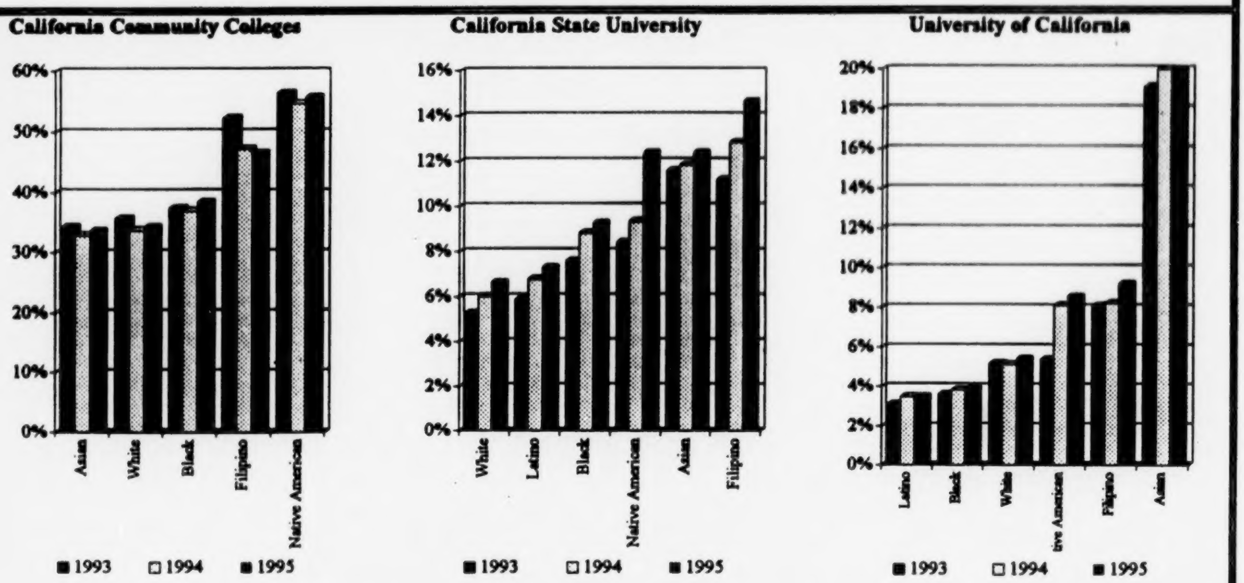
	All Public High School Graduates		First-Time Freshmen					
			California Community Colleges*		California State University		University of California	
Asian/Pacific Islander	28,533	11.2%	9,601	10.8%	3,543	17.3%	5,940	35.1%
Black	18,864	7.4%	7,255	8.1%	1,754	8.6%	737	4.4%
Filipino	8,496	3.3%	3,963	4.4%	1,246	6.1%	784	4.6%
Latino	76,557	30.0%	25,738	28.9%	5,609	27.4%	2,694	15.9%
Native American	2,262	0.9%	1,263	1.4%	281	1.4%	194	1.1%
White	120,488	47.2%	41,343	46.4%	8,023	39.2%	6,565	38.8%

*Estimated

Definition of Measure:	The racial/ethnic composition of 1995 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1995, as reported by the systems to the Commission.
Use(s) of Measure:	This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.
Related Measures:	Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.
Comparison Group:	The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.
Analysis:	Consistent with changes in their representation among public high school graduates, Asian students decreased their presence among first-time freshmen in all three systems. Black students representation decreased slightly at the community colleges and State University while remaining stable at the University. Filipinos and Native Americans increased their proportions in all three systems. While Latino freshmen increased their presence at the community colleges and State University, they decreased slightly at the University. The proportions of White freshmen increased at the university systems but decreased at the community colleges.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1993 to 1995


California Community Colleges

California State University

University of California

	California Community College*			California State University			University of California		
	1993	1994	1995	1993	1994	1995	1993	1994	1995
Asian/Pacific Islander	34.2%	32.9%	33.6%	11.6%	11.7%	12.4%	19.1%	20.0%	20.8%
Black	37.4%	37.0%	38.5%	7.6%	8.7%	9.3%	3.6%	3.8%	3.9%
Filipino	52.3%	47.2%	46.6%	11.2%	12.9%	14.7%	8.1%	8.2%	9.2%
Latino	33.2%	31.9%	33.6%	5.9%	6.8%	7.3%	3.1%	3.5%	3.5%
Native American	56.4%	54.7%	55.8%	8.4%	9.3%	12.4%	5.4%	7.9%	8.6%
White	35.7%	33.8%	34.3%	5.3%	6.0%	6.7%	5.2%	5.1%	5.4%

* Estimated

Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.

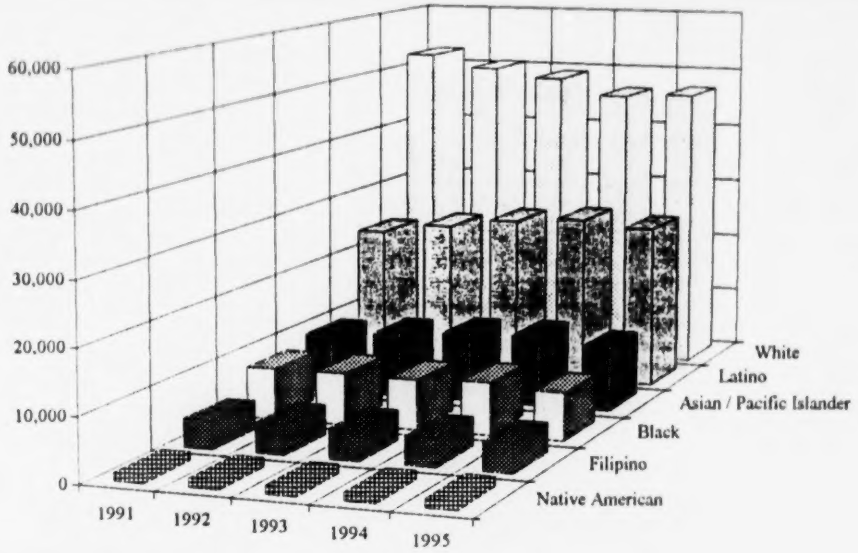
Related Measures: Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.

Comparison Group: Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.

Analysis: Public high school graduates from all racial-ethnic groups improved their college-going rates in 1995, overall and in each of the three public systems. Asian college-going rates continue to grow while the number of Asian graduates decreased. College-going rates of Black and Latino graduates grew primarily as a result of their increased participation in the community colleges and and the State University. Filipino graduates expanded their participation at the State's public universities while decreasing their participation at the community colleges. The proportion of White graduates enrolling at the the University of California increased for the first time in several years.

B.1.

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1991 to Fall 1995



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1991	109,123	9,577	8,107	4,468	23,874	1,293	1,381	52,561
1992	111,727	10,749	8,322	4,899	26,399	1,341	1,611	51,255
1993	111,767	11,481	8,089	4,771	27,482	1,380	1,723	50,038
1994	107,656	11,480	8,316	4,550	27,601	1,335	1,914	46,357
1995	113,633	11,048	8,759	4,816	30,329	1,450	2,067	48,386
5-Year Percent Change	4.1	15.4	8.0	7.8	27.0	12.1	49.7	-7.9

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering freshmen.

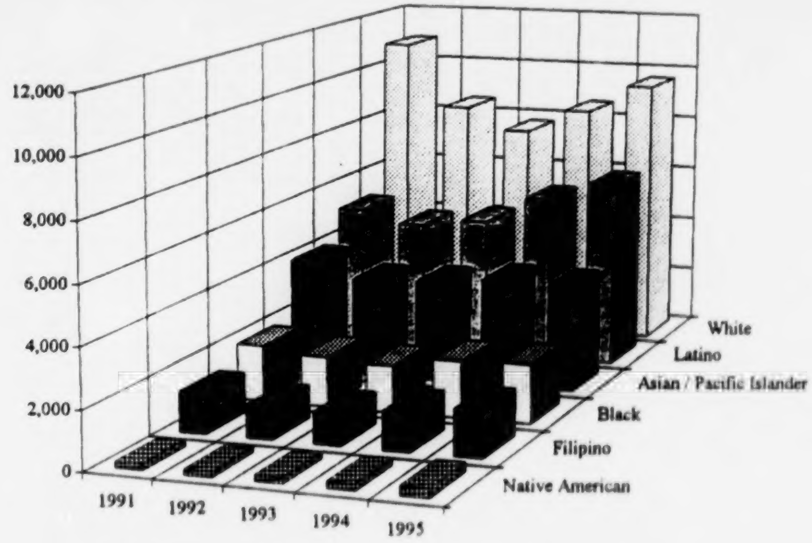
Related Measures: Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: In 1995, the community colleges experienced the largest increase in first-time freshmen in the last five years. The number of first-time freshmen from every racial-ethnic group grew over this period. Among known ethnic groups, the largest increases occurred among Latino and Asian freshmen. While the number of White first-time freshmen dropped 8 percent over five years ago, more White freshmen enrolled for the first time in Fall 1995 than in Fall 1994.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1991 to Fall 1995



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1991	25,968	4,071	1,944	1,374	5,153	222	693	10,886
1992	21,831	3,531	1,721	1,129	4,702	181	524	8,510
1993	21,091	3,604	1,606	1,099	4,962	208	465	7,694
1994	24,023	3,818	1,939	1,321	5,903	235	552	8,570
1995	26,454	3,786	2,017	1,588	6,588	317	746	9,612
5-Year Percent Change	1.9	-7.0	3.8	15.6	27.8	42.8	7.6	-11.7

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

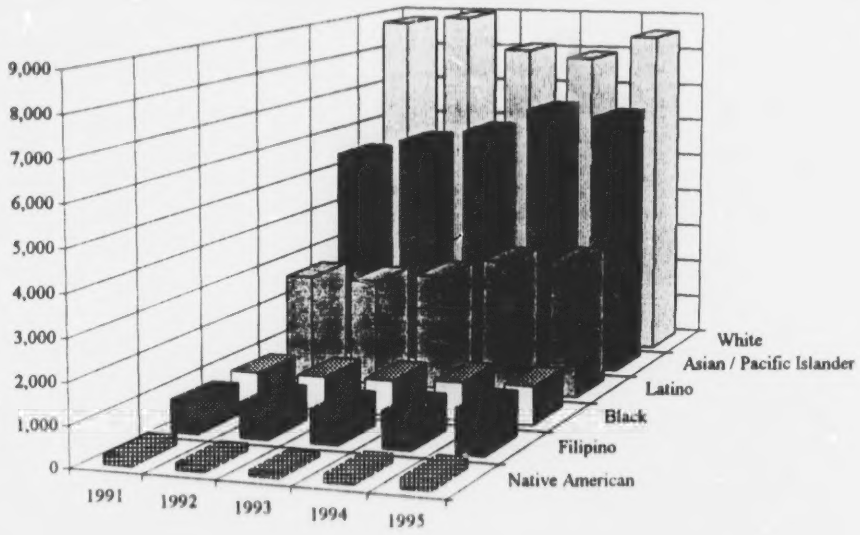
Related Measures: Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: In Fall 1995, first-time freshman enrollments at the State University grew by 2,400 students and now exceeds its 1991 level. There was a small decrease in Asian freshmen compared to last year and their number remains below their 1991 level. White freshmen increased for the second straight year but also remain below their 1991 level. Enrollments in 1995 for all other groups exceeded their 1991 level.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1991 to Fall 1995



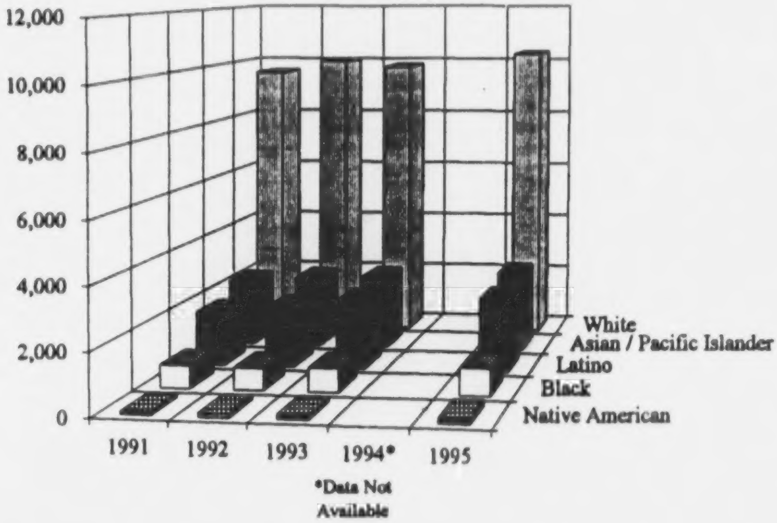
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1991	20,148	5,475	837	810	2,677	246	226	8,785
1992	20,928	5,898	846	870	2,657	180	299	8,965
1993	20,413	6,215	870	840	2,883	143	301	8,095
1994	21,598	6,843	952	911	3,344	208	344	7,915
1995	22,548	6,702	970	1,108	3,425	258	414	8,540
5-Year Percent Change	11.9	22.4	15.9	36.8	27.9	4.9	83.2	-2.8

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.
Use(s) of Measure:	This measure describes changes in number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	The number of freshmen from all racial-ethnic groups except Asians increased at the University in Fall 1995. Among freshmen of known ethnicity, Asian freshman had the largest numerical increases while Filipino and Latino freshmen had the largest proportional increase. The number of Black freshmen increased by 16 percent over the last five years. While White freshman enrollments decreased by 3 percent over the last five years, the number of White freshmen increased in Fall 1995 for the first time since 1992.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1991 to Fall 1995



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Latino	Native American	Other	White
1991	15,791	2,309	749	1,810	114	236	9,611
1992	16,439	2,470	721	2,010	137	218	10,038
1993	16,631	2,551	782	2,297	154	286	9,828
1994	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1995	17,921	2,762	884	2,445	176	590	10,313
5-Year Percent Change	13.5	19.6	18.0	35.1	54.4	150.0	7.3

Note: Racial/ethnic composition excludes nonresident aliens but total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

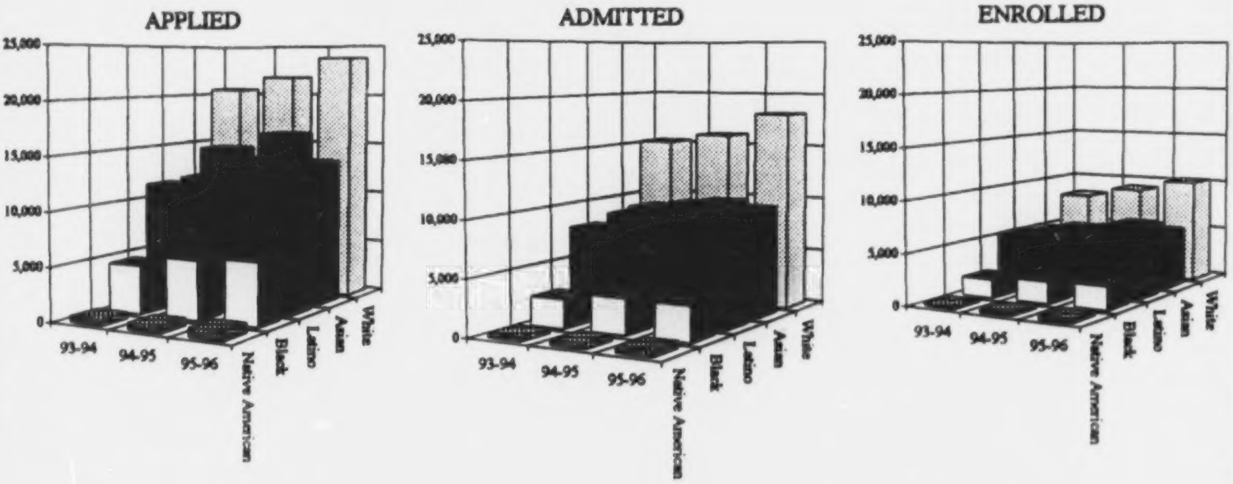
Related Measures: Measure IV.A.2. describes the 1995 cohort from California public schools enrolling in public higher education and IV.B1 to IV.B.3. present these data for public postsecondary education.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: First-time freshman enrollments in the State's independent colleges and universities increased over the past five years for all racial-ethnic groups. While the numbers of new freshmen grew among all other groups, the greatest expansion occurred in Latino and Native American freshman enrollments. White freshman enrollments grew by 7 percent over five years ago with their enrollment level fluctuating around 10,000 freshmen over this period.

C.1.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1993-94, 1994-95, and 1995-96



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993-94	**Applied**	11,794		4,570		11,462		579		20,507	
	Admitted	8,769	74.4	2,602	56.9	8,018	70.0	407	70.3	15,267	74.4
	Enrolled	5,109	58.3	1,814	69.7	5,418	67.6	238	58.5	8,157	53.4
1994-95	**Applied**	13,750		5,580		15,225		671		21,795	
	Admitted	10,007	72.8	3,240	58.1	10,241	67.3	478	71.2	16,037	73.6
	Enrolled	5,611	56.1	2,188	67.5	6,394	62.4	265	55.4	9,078	56.6
1995-96	**Applied**	13,758		5,874		16,699		837		23,776	
	Admitted	9,883	71.8	3,147	53.6	10,981	65.8	567	67.7	18,171	76.4
	Enrolled	5,846	59.2	2,282	72.5	7,114	64.8	349	61.6	10,180	56.0

Definition of Measure: The number of applicants, those admitted and those enrolling as first-time freshmen at the California State University, 1993-94 to 1995-96 as reported by CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the State University and provides some sense of changes in enrollment demand.

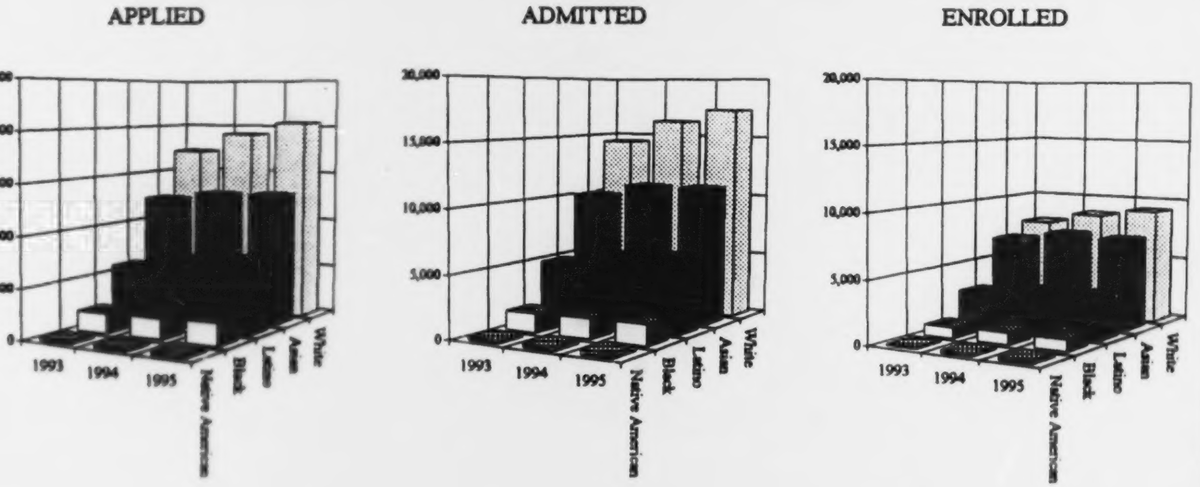
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Growth in the numbers of new freshmen at the State University sprung primarily from growth in the numbers of freshman applicants and secondly from increases in the proportions of admitted students who subsequently chose to enroll. The admission rates for applicants for all racial-ethnic groups except White applicants were the lowest in the last three years.

C.2.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1993, 1994, and 1995



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993	**Applied**	12,494		1,990		5,904		280		17,193	
	Admitted	10,195	82.3	1,534	73.7	4,940	80.7	239	87.3	14,480	82.1
	Enrolled	6,837	66.5	860	58.8	2,899	59.1	139	62.8	7,811	58.7
1994	**Applied**	13,229		2,149		6,843		362		19,167	
	Admitted	11,128	84.1	1,627	75.7	5,672	82.9	317	87.6	16,306	85.1
	Enrolled	7,532	67.7	940	57.8	3,354	59.1	208	65.6	8,646	53.0
1995	**Applied**	13,344		2,292		7,332		459		20,461	
	Admitted	11,135	83.4	1,683	73.4	6,050	82.5	392	85.4	17,325	84.7
	Enrolled	7,359	66.1	945	56.1	3,432	56.7	248	63.3	9,192	53.1

Definition of Measure: The number of applicants, those admitted, and those enrolling as first-time freshmen at the University of California, 1993, 1994, and 1995 as reported by the University of California.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

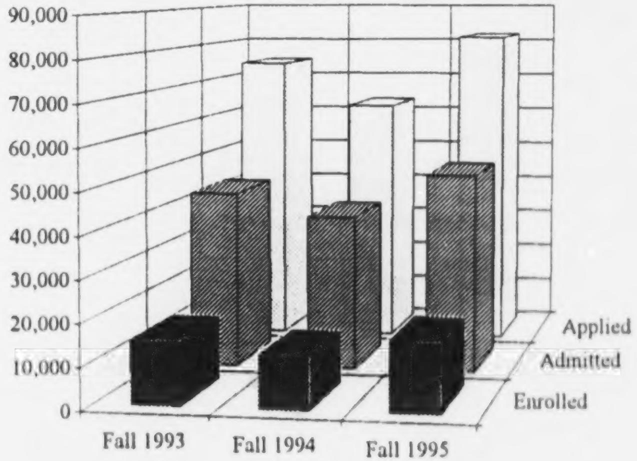
Related Measures: Measures IV.A. and IV.B. provide statewide context and C.1. shows State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of freshman applicants from all groups increased in Fall 1995. The proportion of applicants who were admitted decreased for all groups as did the proportion of admitted students who actually enrolled except among White students. The increase in demand as reflected by applications fully accounted for the growth in first-time freshman enrollments.

C.3.

Disposition of Applications Freshmen Admission at California Independent Colleges and Universities, Fall 1993 to Fall 1995

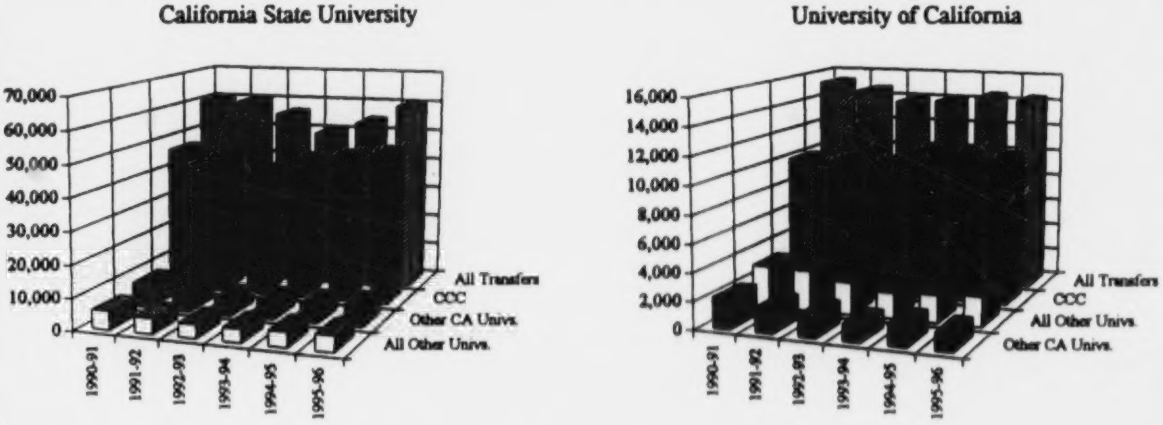


	Fall 1993		Fall 1994		Fall 1995	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Applied	74,537		63,025		81,929	
Admitted	43,769	58.7	38,211	60.6	49,127	60.0
Enrolled	15,459	35.3	12,614	33.0	16,608	33.8
Number of institutions	46		30		47	

Definition of Measure:	The number of applicants, those admitted and those enrolling as first-time freshmen at reporting independent colleges and universities.
Use(s) of Measure:	This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.
Related Measures:	Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.
Comparison Group:	Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.
Analysis:	Among reporting independent colleges and universities, the numbers of applicants for freshman admission, admitted students, and enrolled freshmen increased substantially in Fall 1995 over the numbers in Fall 1993, the last year in which a comparable number of institutions reported. The proportion of applicants admitted increased somewhat while the proportion of these admitted students who actually enrolled decreased.

D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1990-91 to 1995-95



	California State University				University of California			
Full Year	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions
1990-91	60,227	46,678	7,727	5,822	15,250	10,032	2,168	3,050
1991-92	56,188	44,900	6,452	4,836	14,711	9,972	1,741	2,998
1992-93	50,292	40,980	5,044	4,268	13,951	9,993	1,562	2,396
1993-94	54,189	44,454	5,474	4,261	14,073	10,940	1,218	1,915
1994-95	57,339	46,912	5,675	4,752	14,462	10,929	1,501	2,032
1995-96	60,153	48,688	6,399	5,066	14,331	10,879	1,257	2,195

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.

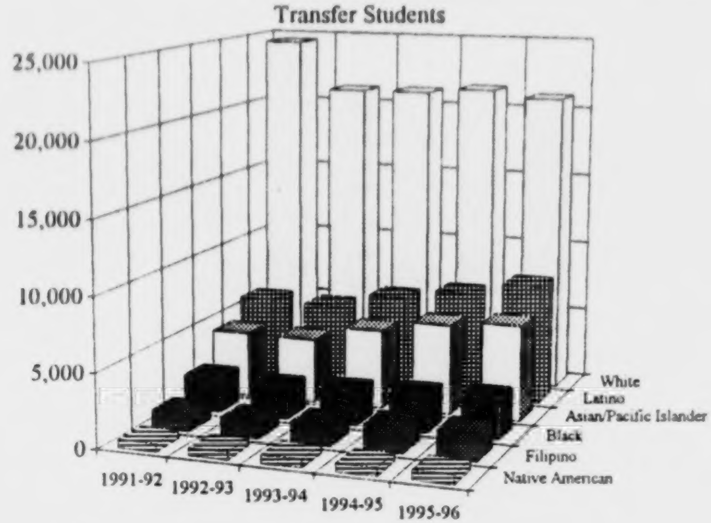
Related Measures: Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.

Comparison Group: Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.

Analysis: The State University enrolled the largest number of new transfer students in 1995-96 since the beginning of this decade. While the largest numerical increases occurred among community college transfers, the largest proportional increase occurred among transfers from other California institutions. On the other hand, the University of California enrolled a somewhat smaller group of transfer students in 1995-96. Fewer students transferred from the State's community colleges as well as from other California institutions while transfer students from outside of California increased.

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group to the California State University, 1991-92 to 1995-96

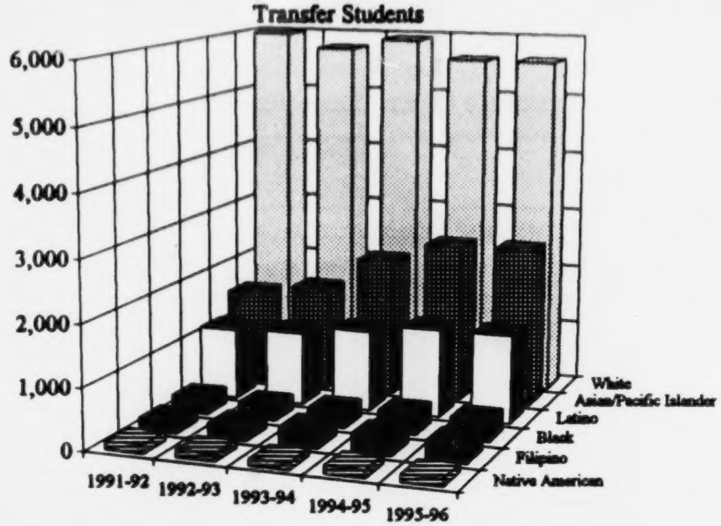


Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1991-92	44,900	4,470	2,480	1,245	5,934	541	--	24,480	39,150
1992-93	40,980	4,416	2,241	1,204	5,780	500	--	21,061	35,202
1993-94	44,454	5,430	2,444	1,432	6,784	554	--	21,087	37,731
1994-95	46,912	6,212	2,654	1,739	7,437	539	--	21,402	39,983
1995-96	48,688	6,562	2,836	1,840	8,334	641		20,931	41,144

Definition of Measure:	Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.
Related Measures:	Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.
Analysis:	Community college transfer students from all racial-ethnic groups except White students contributed to the overall growth in transfer enrollment. The greatest expansion in community college transfer students occurred among Latino students. For the last four years, the numbers of White community college transfer students have been relatively stable at about 21,000 students.

E.2.

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1991-92 to 1995-96

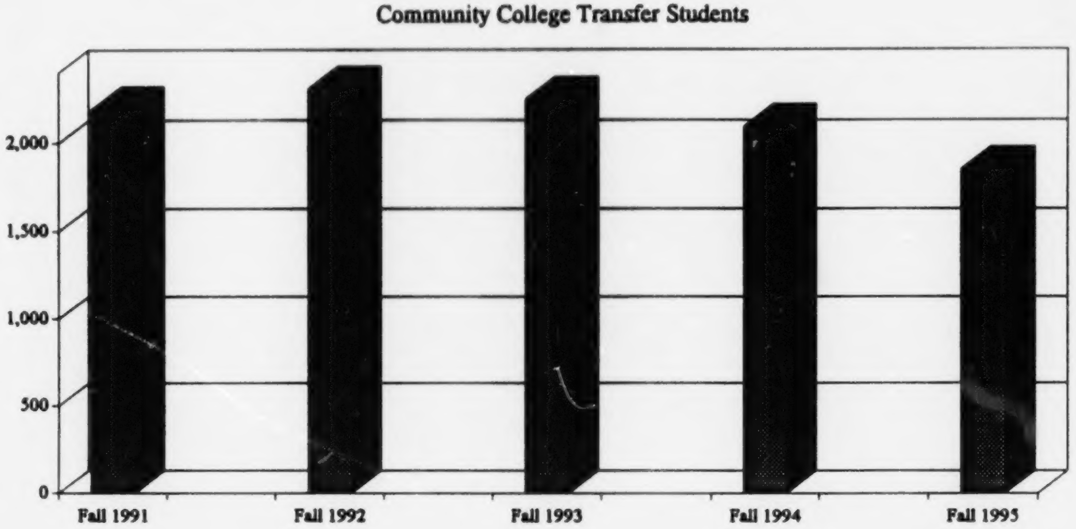


Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1991-92	9,972	1,563	288	198	1,175	139	–	5,984	9,347
1992-93	9,993	1,721	274	229	1,205	121	–	5,751	9,301
1993-94	10,940	2,287	306	291	1,335	107	–	5,927	10,253
1994-95	10,929	2,610	364	306	1,452	129	–	5,614	10,475
1995-96	10,886	2,767	386	310	1,503	137	–	4,888	9,991

Definition of Measure:	Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the University to the Commission.
Use(s) of Measure:	This measure describes the racial/ethnic composition of the pool of new community college transfers to the University over the full academic year.
Related Measure:	Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	Full-year transfer data over this period provides an indicator of the relative impact of transfer on baccalaureate opportunities for students from different groups.
Analysis:	Community college transfer students from all racial-ethnic groups except White students increased in 1995-96. The freshman enrollment of White students at the community colleges had been declining up to Fall 1995 which may account for the drop in their transfer numbers.

E.3.

Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1991 to Fall 1995



	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
Community College Transfer Students	2,193	2,307	2,247	2,094	1,853

Definition of Measure: Number of new community college transfer students for the academic year, as reported by independent colleges and universities.

Use(s) of Measure: This measure describes the pool of new community college transfers to independent colleges and universities over the full academic year.

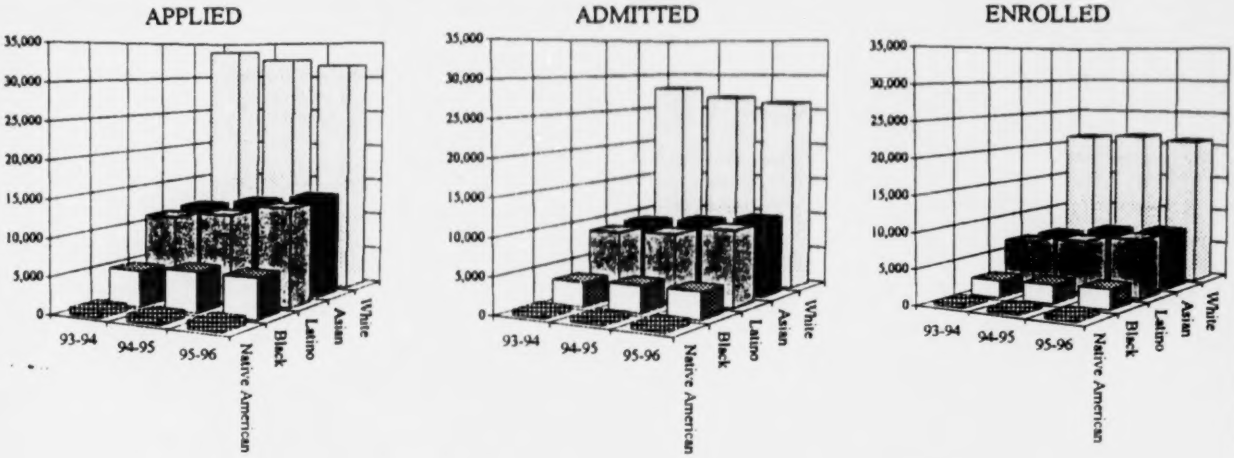
Related Measures: Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: These transfer data over the last four years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.

Analysis: For this set of responding independent institutions, the number of community college transfer students dropped to 1,853 students. In any given year, approximately 6,000 community college transfer students enroll in one of the 72 independent institutions that are members of the AICCU. Using these 20 institutions as a comparison gauge, the participation of community college transfer students appears to be declining in these institutions.

F.1.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1993-94, 1994-95, and 1995-96



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993-94	**Applied**	11,702		4,857		11,069		980		33,751	
	Admitted	8,819	75.4	3,200	65.9	8,509	76.9	727	74.2	27,130	80.4
	Enrolled	6,862	77.8	2,444	76.4	6,784	79.7	554	76.2	21,087	77.7
1994-95	**Applied**	12,791		5,468		11,774		980		32,568	
	Admitted	9,908	77.5	3,619	66.2	9,107	77.3	747	76.2	26,759	82.2
	Enrolled	7,951	80.2	2,654	73.3	7,437	81.7	539	72.2	21,402	80.0
1995-96	**Applied**	13,806		5,402		13,172		1,087		31,783	
	Admitted	10,703	77.5	3,605	66.7	10,265	77.9	819	75.3	26,118	82.2
	Enrolled	8,402	78.5	2,836	78.7	8,334	81.2	641	78.3	20,931	80.1

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the California State University, as reported by the CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State University and provides some sense of changes in enrollment demand.

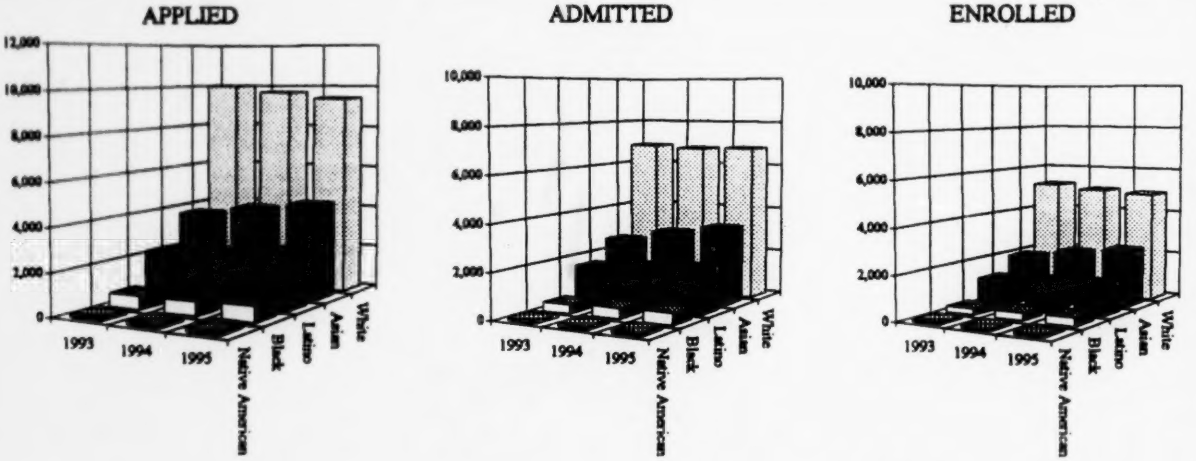
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.2 shows University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Growth in the numbers of new community college transfer students has been spurred by increases in the numbers applying, particularly among Asian and Latino students, and increases in the proportions of accepted applicants who enrolled, particularly among Black and Native American students.

F.2.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1993, 1994, and 1995



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993	**Applied**	3,779		656		2,226		202		10,010	
	Admitted	2,618	69.3	390	59.5	1,639	73.6	151	74.8	6,853	68.5
	Enrolled	1,999	76.4	282	72.3	1,186	72.4	114	75.5	5,211	76.0
1994	**Applied**	4,199		697		2,403		223		9,705	
	Admitted	3,120	74.3	464	66.6	1,818	75.7	169	75.8	6,767	69.7
	Enrolled	2,325	74.5	342	73.7	1,314	72.3	124	73.4	5,017	74.1
1995	**Applied**	4,537		772		2,647		251		9,457	
	Admitted	3,443	75.9	517	67.0	1,943	73.4	176	70.1	6,816	72.1
	Enrolled	2,587	75.1	376	72.7	1,372	70.6	120	68.2	4,914	72.1

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer students at the University of California, as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

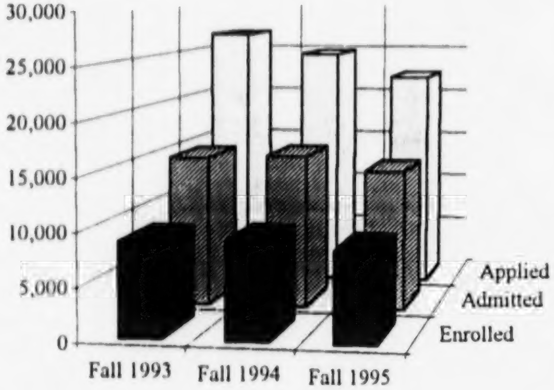
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.1 presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of California students applying to transfer to the University increased in Fall 1995 for all groups except White students. The proportions of applicants who were admitted increased for all groups except Latino students. On the other hand, the proportion of admitted students who actually enrolled increased only among Asian students. The decrease in White transfer applicants and their lower propensity to enroll once admitted fully accounted for the small decrease in new transfer students.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1993 and Fall 1994



	Fall 1993		Fall 1994		Fall 1995	
	Number	Percent	Number	Percent	Number	Percent
Applied	26,822		24,688		22,220	
Admitted	14,881	55.5	15,132	61.3	13,757	61.9
Enrolled	8,903	59.8	9,136	60.4	8,443	61.4
Number of institutions	46		47		47	

Definition of Measure: The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities, Fall 1993 (46 institutions) and Fall 1994 (47 institutions).

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

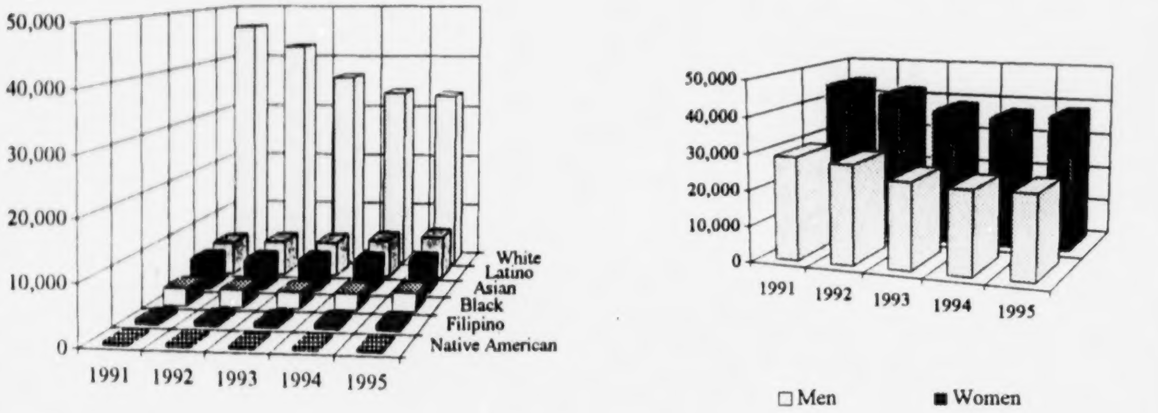
Related Measures: Measures IV.F.1. and 2. provide these data for the State's public universities.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted apllicants' final choice.

Analysis: The decline in new transfer students at the California independent colleges and universities is a reflection of the decrease in numbers of applicants. While the proportion of applicants accepted for admission is very similar to last year's, the proportion of admitted students who actually enrolled increased.

G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University Fall 1991 to Fall 1995



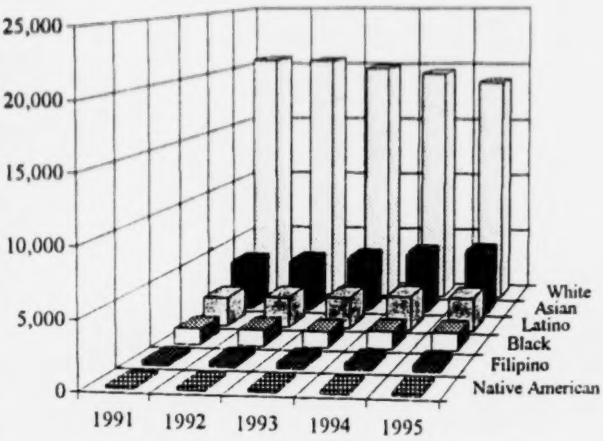
Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1991	73,911	5,557	3,058	815	5,924	573	46,338	62,265	28,936	44,975
		8.9%	4.9%	1.3%	9.5%	0.9%	74.4%	84.2%	39.1%	60.9%
1995	61,581	5,892	3,122	1,002	7,610	510	33,021	51,157	23,245	38,336
		11.5%	6.1%	2.0%	14.9%	1.0%	64.5%	83.1%	37.7%	62.3%

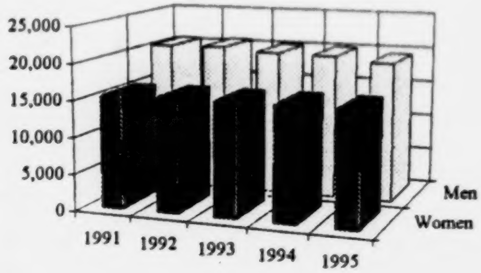
Note: Graduate enrollments include Masters, postbaccalaureate and joint doctoral enrollments.

Definition of Measure:	Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.
Related Measures:	Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group. V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients and V.D.1. graduate degree recipients at the State University.
Comparison Group:	The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.
Analysis:	Graduate enrollment at the State University began to increase again in 1995 -- a 2 percent increase over 1994. However, graduate enrollments are 17 percent below their 1991 level. While the enrollments of both men and women increased, the representation of women among graduate students continues to grow. While the numbers of graduate students from all ethnic groups increased, the diversity of this population continues to expand. The largest gains have been made among Latino and Asian graduate students.

G.2.

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1991 to Fall 1995





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1991	36,006	3,999	1,246	353	2,277	205	20,627	28,707	20,409	15,597
		13.9%	4.3%	1.2%	7.9%	0.7%	71.9%	79.7%	56.7%	43.3%
1995	34,911	5,148	1,328	490	2,635	236	18,743	28,580	19,256	15,655
		18.0%	4.6%	1.7%	9.2%	0.8%	65.6%	81.9%	55.2%	44.8%

Note: Excludes postbaccalaureate students and interns and residents. Subgroup data excludes nonresident aliens and nonrespondents.

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate and medical interns and residents, as reported by the University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at the University.

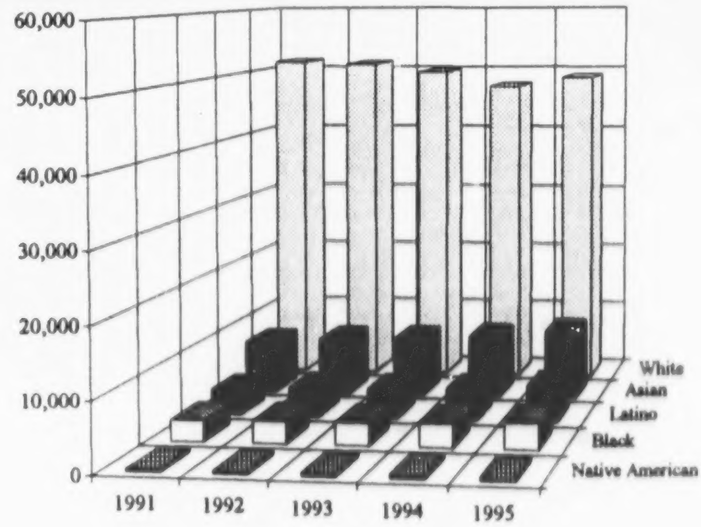
Related Measures: Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.

Comparison Group: The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: At the University, graduate enrollments continue to decline -- approximately a 2 percent decrease from last year. While the total number of graduate students decreased, the number of Asian graduate students increased substantially. While the numbers of men and women in the graduate population declined, the representation of women in this population continues to grow.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1991 to Fall 1995

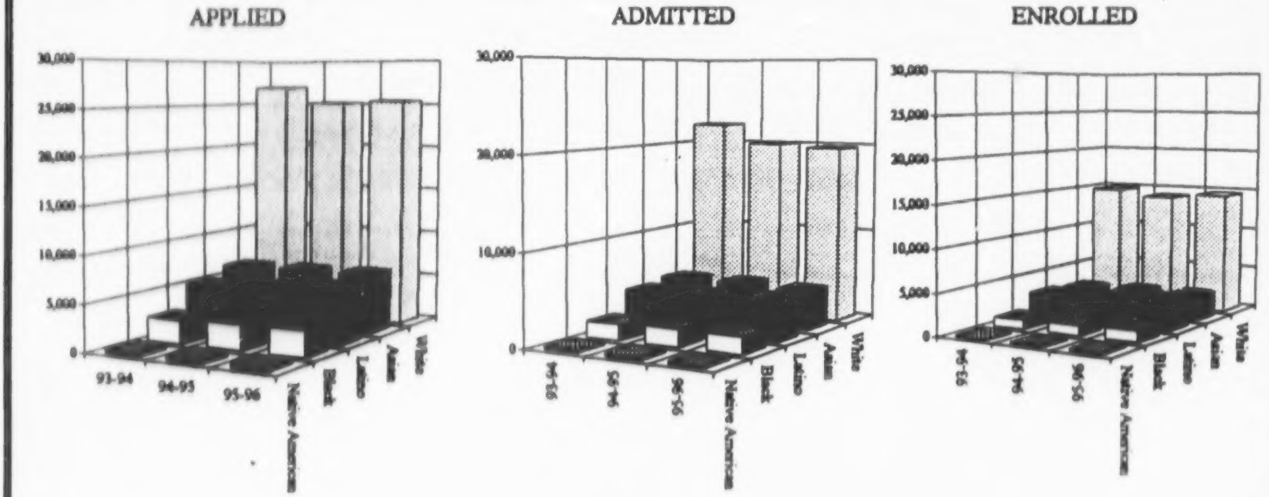


Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity
1991	78,421	7,886 11.8%	3,132 4.7%	3,908 5.9%	382 0.6%	51,385 77.0%	66,693
1995	83,066	10,438 15.1%	3,842 5.5%	5,474 7.9%	515 0.7%	48,989 70.7%	69,258

Definition of Measure:	Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by independent colleges and universities.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of postbaccalaureate and graduate students.
Related Measures:	Measures IV.G.1. and 2. provide this information for the public universities.
Comparison Group:	The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.
Analysis:	Over the past five years, graduate enrollments at the State's independent colleges and universities grew about six percent. Growth in the numbers of Asian and Latino graduate students accounted for most of the increase. Black and Native American students also increased their presence in these institutions' graduate programs. While the enrollments of White graduate students dropped about 5 percent over five years ago, Fall 1995 graduate enrollments of these students exceeded their Fall 1994 level.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1993-94 to 1995-95



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993-94	**Applied**	6,405		2,594		5,155		435		26,930	
	Admitted	4,571	71.4	1,744	67.2	4,057	78.7	320	73.6	21,647	80.4
	Enrolled	2,843	62.2	1,163	66.7	2,922	72.0	232	72.5	14,724	68.0
1994-95	**Applied**	6,500		2,869		5,507		436		25,118	
	Admitted	4,734	72.8	1,952	68.0	4,279	77.7	328	75.2	20,039	79.8
	Enrolled	3,087	65.2	1,245	63.8	3,169	74.1	209	63.7	13,986	69.8
1995-96	**Applied**	6,577		2,903		5,974		450		25,380	
	Admitted	4,496	68.4	1,881	64.8	4,537	75.9	333	74.0	19,715	77.7
	Enrolled	3,140	69.8	1,369	72.8	3,621	79.8	254	76.3	14,499	73.5

Definition of Measure: Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies.

Use(s) of Measure: This measure describes disposition of postbaccalaureate and graduate school applications at the State University over the last three years.

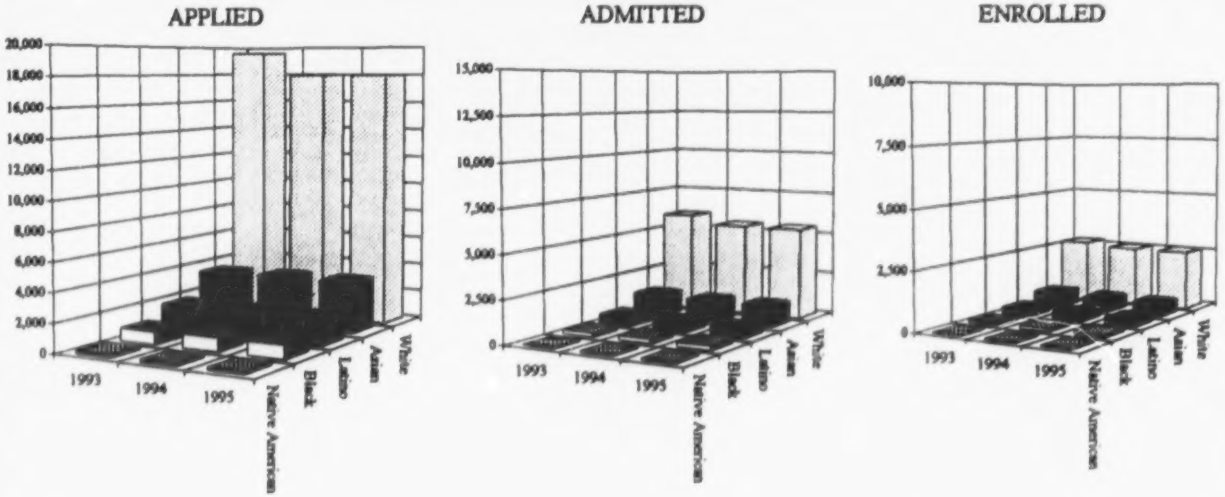
Related Measures: Measure IV.G.1. describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. shows these data for the University of California.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.

Analysis: The small increase in enrollments of new postbaccalaureate and graduate students at the State University was primarily the result of substantial increases in the proportions of admitted students who actually chose to enroll. Relatively small increases in the numbers of applicants from all racial-ethnic groups occurred. The proportion of these applicants who were admitted decreased for all student groups.

H.2.

Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1993, 1994, and 1995



		Asian		Black		Latino		Native American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1993	**Applied**	3,606		911		1,845		197		19,554	
	Admitted	1,380	38.3	222	24.4	565	30.6	62	31.5	5,953	30.4
	Enrolled	680	49.3	108	48.6	288	51.0	31	50.0	2,684	45.1
1994	**Applied**	3,696		982		1,830		176		17,957	
	Admitted	1,320	35.7	265	27.0	562	30.7	60	34.1	5,451	30.4
	Enrolled	631	47.8	130	49.1	317	56.4	31	51.7	2,531	46.4
1995	**Applied**	3,829		974		1,910		196		16,847	
	Admitted	1,418	37.0	246	25.3	553	29.0	56	28.6	5,263	31.2
	Enrolled	703	49.6	121	49.2	300	54.2	28	50.0	2,547	48.4

Note: These data include Letters & Sciences, Agriculture, and Engineering and exclude all professional degree programs.

Definition of Measure: Numbers of students applying, being admitted, and enrolling as graduate students in Letters & Sciences, Agriculture, and Engineering as provided by the University.

Use(s) of Measure: This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.

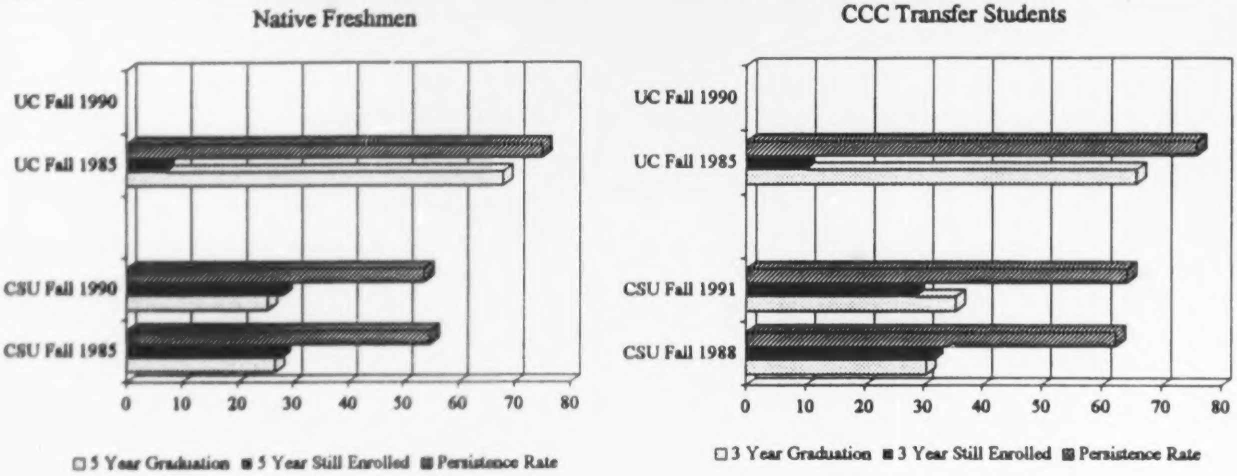
Related Measures: Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University graduate enrollments. V.F. describes graduate degree attainment.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level in these disciplines.

Analysis: Graduate enrollments in the academic programs included in this indicator were relatively stable. Only the numbers of White applicants dropped substantially in 1995. Acceptance rates improved only for Asian and White applicants who also increased their enrollment rates. A smaller number of applicants and a lower acceptance rate decreased Black graduate enrollment while a lower acceptance rate and a lower enrollment rates decreased Latino graduate enrollments.

A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Various Years



	Fall 1985 CSU	Fall 1990 CSU	Fall 1985 UC	Fall 1990 UC
Native Freshmen				
5 Year Graduation	26.8	25.5	68.0	Not Available
5 Year Still Enrolled	28.1	28.3	7.0	
Persistence Rate	54.9	53.8	75.0	
Community College Transfers	**Fall 1985 CSU**	**Fall 1990 CSU**	**Fall 1985 UC**	**Fall 1990 UC**
3 Year Graduation	30.5	35.5	65.8	Not Available
3 Year Still Enrolled	31.9	28.7	10.0	
Persistence Rate	62.4	64.2	75.8	

Definition of Measure: Percentage of regularly admitted freshmen who graduated or continued within five years and community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of students who are completing their baccalaureate studies within the time periods specified.

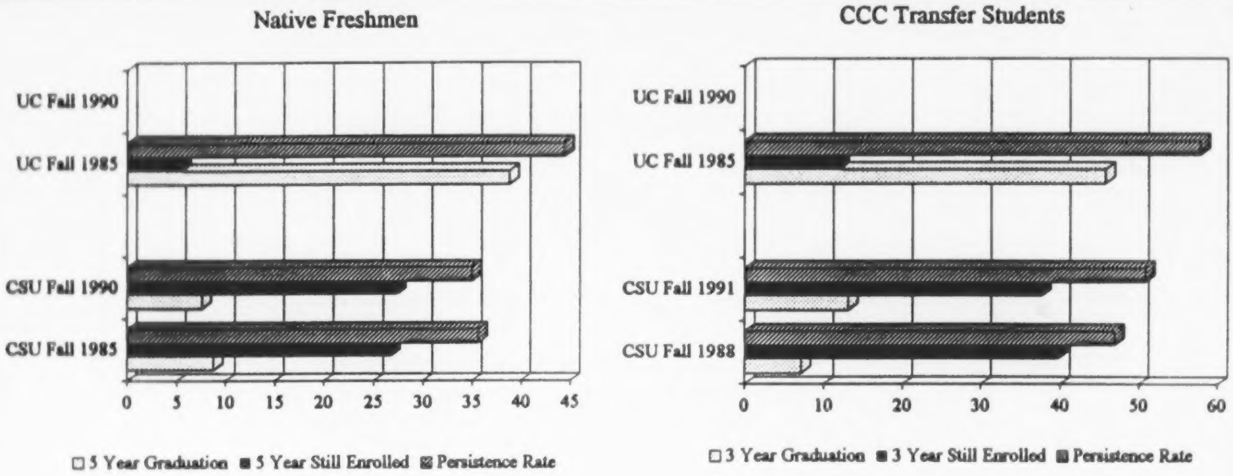
Related Measures: V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures in V.D. provide data about degree completion.

Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: Among native freshmen at the State University, 5-year graduation rate decreased while the proportion still enrolled increased slightly. This trend is consistent with national trends. Among community college transfer students, the 3-year graduation rate improved substantially, while the proportion still enrolled dropped slightly, yielding an overall improvement in persistence. Fall 1990 data for the Unversity of California is not available at this time.

A.1.b.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Admitted by Exception at California's Public Universities, Various Years



	Fall 1985	Fall 1990	Fall 1985	Fall 1990
Native Freshmen	**CSU**	**CSU**	**UC**	**UC**
5 Year Graduation	8.8	7.6	38.8	Not
5 Year Still Enrolled	26.8	27.4	5.6	Available
Persistence Rate	35.6	35.0	44.4	

	Fall 1988	Fall 1991	Fall 1985	Fall 1990
Community College Transfers	**CSU**	**CSU**	**UC**	**UC**
3 Year Graduation	7.1	13.1	45.7	Not
3 Year Still Enrolled	39.8	37.7	12.1	Available
Persistence Rate	46.9	50.8	57.8	

Definition of Measure: Percentage of specially admitted freshmen who graduated or continued within five years and specially admitted community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of these students who complete their baccalaureate studies within the time periods specified.

Related Measures: Measure V.A.1.a. provides data on regularly admitted students. Measure V.A.2.b. provides data on first year persistence rates for these students. Measures V.D. provides additional information about degree completion.

Comparison Group: Multi-year data show changes across time and student cohorts.

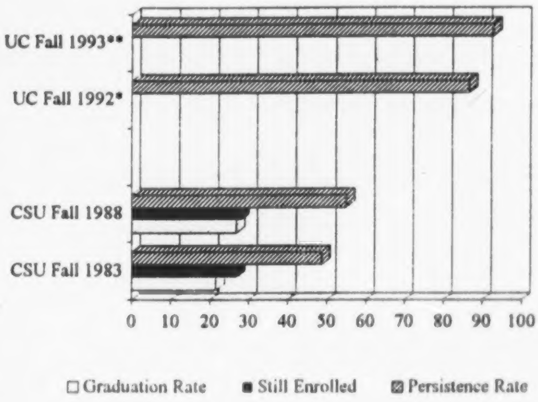
Analysis: Native freshmen admitted by special action have also improved both their 5-year graduation rate but also an increased proportion continue to be enrolled after 5-years. Community college transfer students have nearly doubled their 3-year graduation rate while the proportion still enrolled has declined slightly.

Fall 1990 data for the University of California is not available at this time.

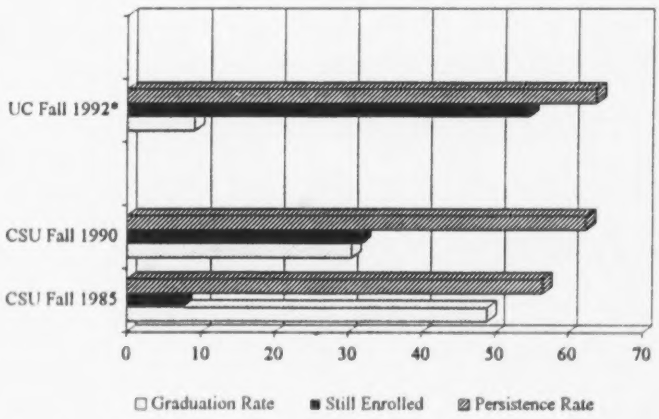
A.1.c.

Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years

Native Freshmen



CCC Transfer Students



Native Freshmen	**Fall 1983 CSU**	**Fall 1988 CSU**
5-Year Graduation	21.6	26.8
5-Year Still Enrolled	27.0	28.1
Persistence Rate	48.6	54.9

Community College Transfers	**Fall 1985 CSU**	**Fall 1990 CSU**
3-Year Graduation	48.9	30.5
3-Year Still Enrolled	7.6	31.9
Persistence Rate	56.5	62.4

	Fall 1992 UC	**Fall 1993 UC**
Graduation rate		
1-Year Persistence		
2-Year Persistence		

	Fall 1992 UC	**Fall 1993 UC**
3-Year Graduation		
3-Year Still enrolled		
Persistence Rate		

*UC 1992 persistence data for only 2 years

**UC 1993 persistence data for only one year

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within five years and community college transfer students with disabilities with three years as reported by the California State University.

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

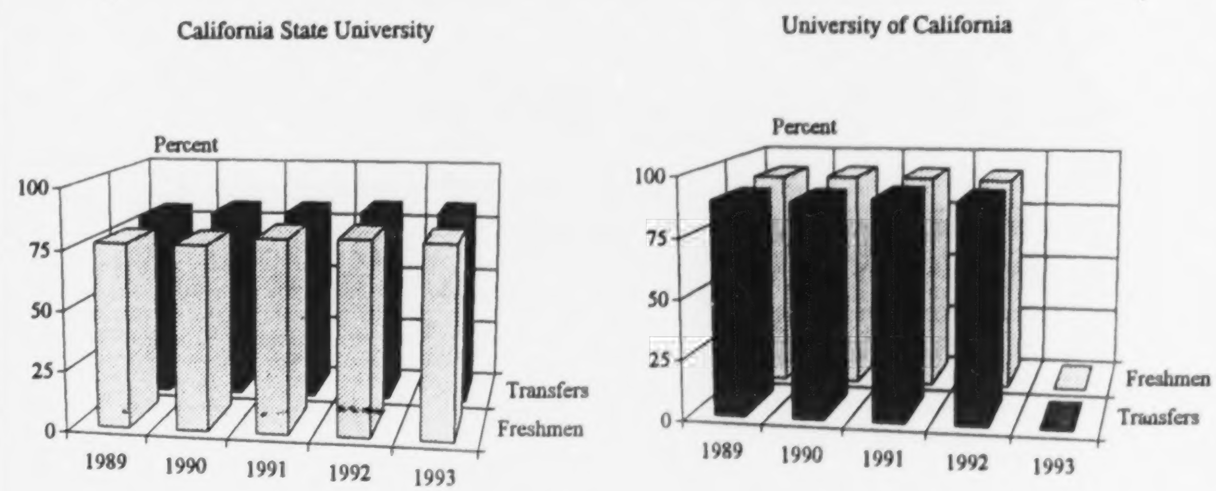
Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

Comparison Group: Currently, these data for students with disabilities at the University of California are not available.

Analysis: No new information on persistence rates for students with disabilities at the State University is available. Native freshmen with disabilities have persistence rates that are equal to or better than all students while transfer students with disabilities have somewhat lower graduation and persistence rates than all community college transfer students.

A.2.a.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Regularly Admitted, Entering Fall 1990 To Fall 1994

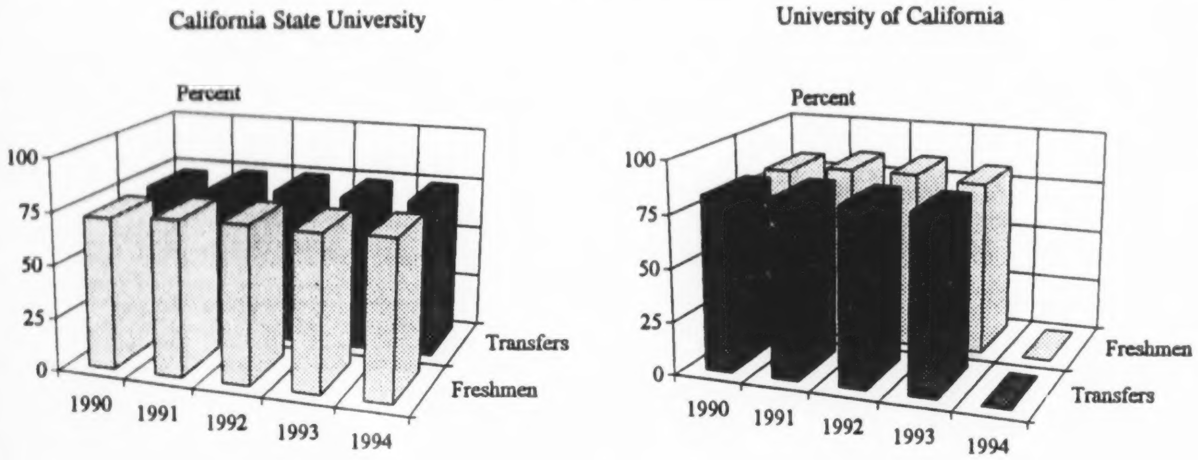


	California State University					University of California				
	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
First-time Freshmen	76.9	77.0	80.1	80.4	79.6	91.8	92.2	92.1	91.5	N.A.*
Community College Transfer	79.9	81.6	81.9	82.8	82.8	89.4	89.5	91.2	90.4	N.A.*

Definition of Measure:	Percentage of regularly admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering regularly admitted students.
Related Measures:	Measure V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	At the State University, first-year persistence rates declined slightly for freshmen and were stable for community college transfer students. *Current year data for the University of California is not available at this time.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Admitted by Exception, Entering Fall 1990 Through Fall 1994


California State University

University of California

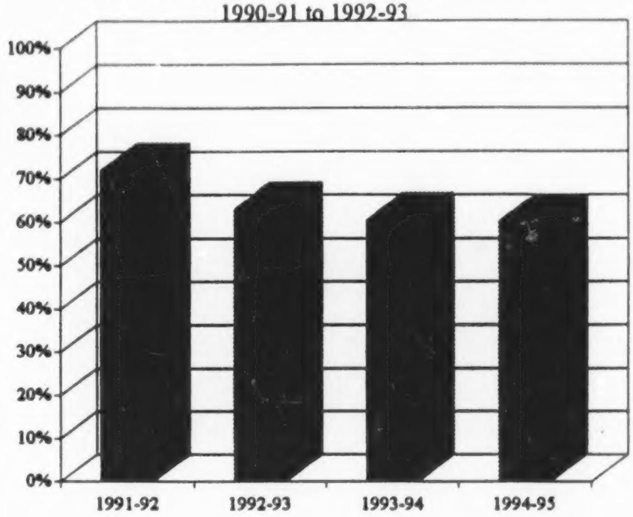
	California State University					University of California				
	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
First-time Freshmen	68.1	67.9	72.1	71.8	69.7	81.6	84.3	84.3	82.1	N.A.*
Community College Transfer	71.5	73.5	74.0	73.2	73.9	82.7	83.7	83.3	83.1	N.A.*

Definition of Measure:	Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.
Related Measures:	Measures V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	First-year persistence among freshmen admitted by exception at the State University dropped substantially in the current year while among community college transfer students admitted by exception, first-year pesistence rose. *Current year data for the University of California is not available at this time.

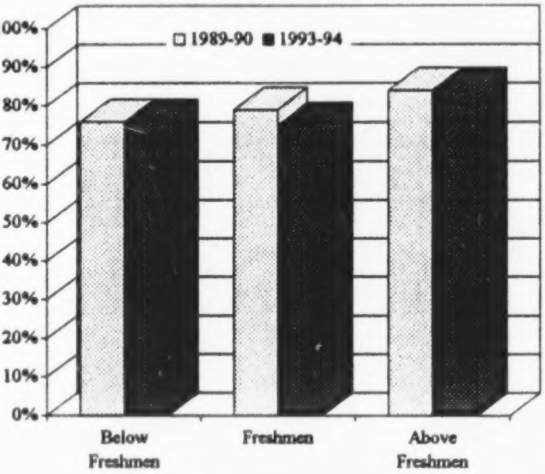
A.2.c

Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1989-90 to 1993-94

All Credit Enrollment Term-to-term Persistence, 1990-91 to 1992-93



Community College Students with Disabilities Term-to-term Persistence, 1989-90 and 1992-93



	Term-to-term Persistence*			
	1991-92	1992-93	1993-94	1994-95
All Credit Enrollment	72%	63%	60.5%	60.2 %

	Term-to-term Persistence*	
	1989-90	1993-94
Freshmen	79 %	n.a.
Above Freshmen	84 %	n.a.
Below Freshmen	76 %	n.a.

*As reported under requirements of AB746

Definition of Measure: Community college data are term-to-term persistence rates computed for all students enrolled for credit and for students with disabilities.

Use(s) of Measure: This measure provides an indicator of continuity of enrollment of students at community colleges.

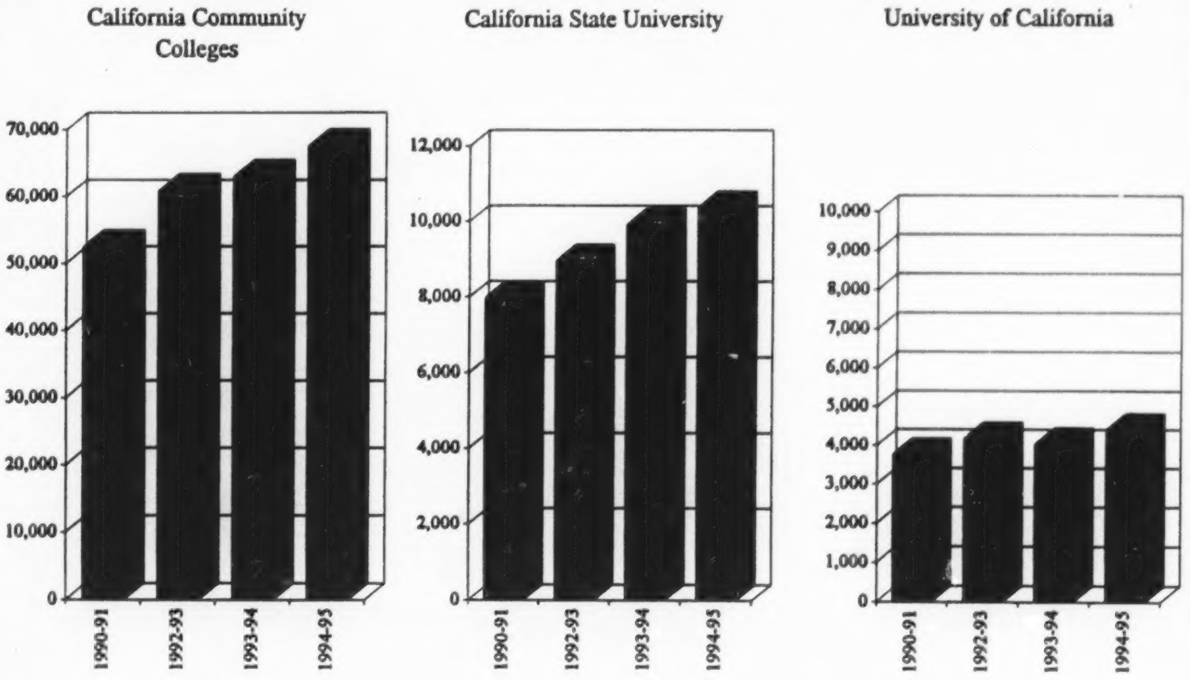
Related Measures: V.A.1. and A.2. show persistence to degree at the State's public universities. This is the only persistence measure currently available for the community colleges.

Comparison Group: Persistence data for all community college credit students are a necessary context for interpreting persistence data for students with disabilities.

Analysis: Term-to-term persistence rates among community college students appears to have declined over the last four years. Variations in the numbers of colleges reporting may also have affected these statewide rates. No new data appear to be available for the term-to-term persistence of community college students with disabilities.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1990-91 to 1994-95

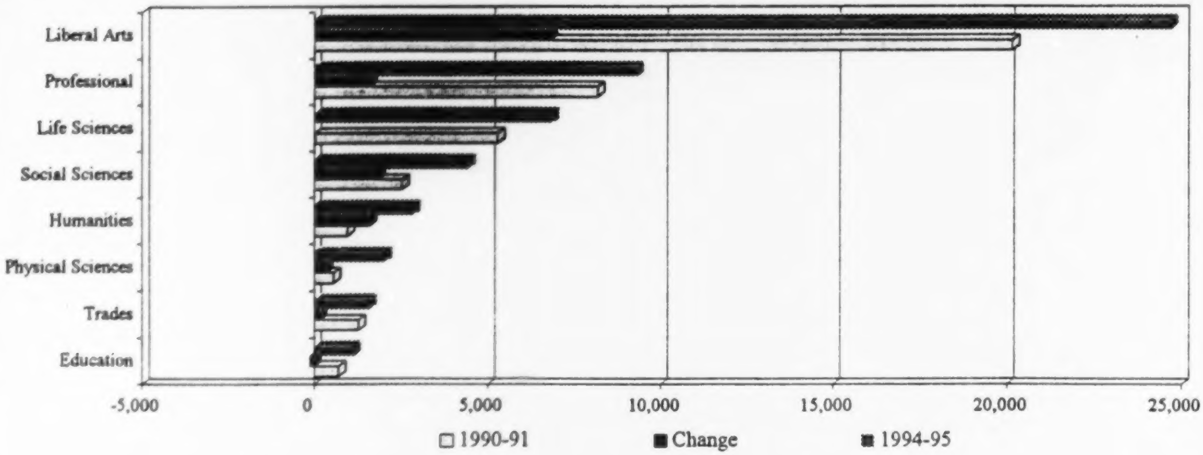


	California Community Colleges		California State University		University of California	
1990-91	52,486		7,995		3,773	
1992-93	60,911	16.1%	8,968	12.2%	4,193	11.1%
1993-94	63,078	3.6%	9,916	10.6%	4,049	-3.4%
1994-95	67,606	7.2%	10,384	4.7%	4,427	9.3%

Definition of Measure:	Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.
Related Measures:	Additional data are needed to establish an appropriate reference measure for this indicator.
Comparison Group:	The data are required to be reported only biennually and only in terms of total numbers served.
Analysis:	The population of students with disabilities attending the community colleges and the State University continues to grow, however, the rate of growth was somewhat slower than in the early part of the decade. After a small decline in numbers of students with disabilities served in 1993-94 at the University of California, the number of these students receiving services in 1994-95 grew by 9.3 percent. Over the last five years, this student population in all public higher education has increased 28 percent.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1990-91 to 1994-95, with Change Between 1990-91 and 1994-95

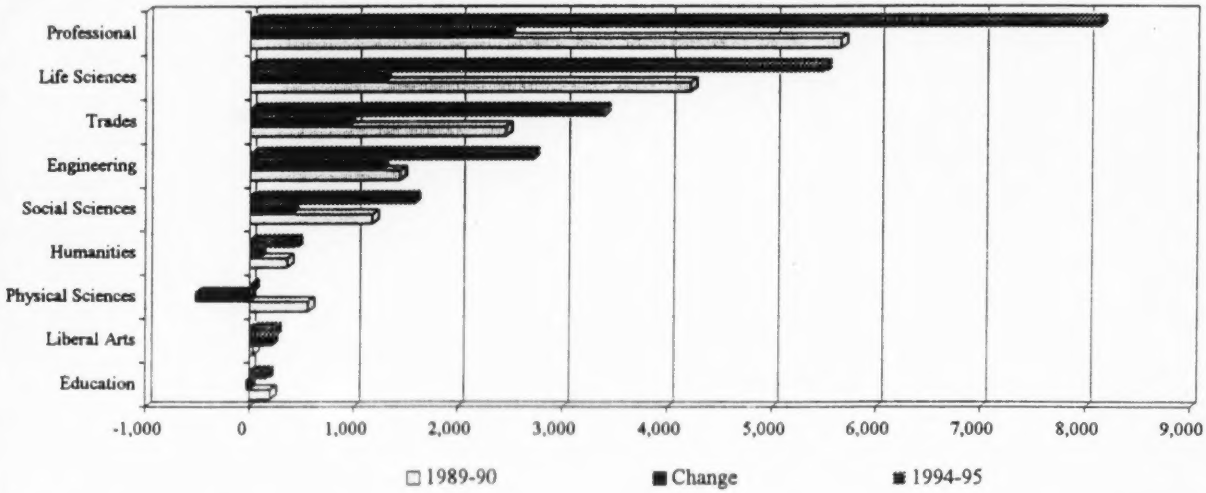


Associate Degrees by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1991	to 1995
Education	716	1,575	897	943	1,153	437	61.0 %
Engineering	1,398	991	1,187	1,254	934	-464	-33.2 %
Humanities	974	1,869	2,664	2,658	2,873	1,899	195.0 %
Life Sciences	5,288	5,147	5,870	6,435	6,870	1,582	29.9 %
Physical Sciences	571	1,380	1,742	1,852	2,047	1,476	258.5 %
Professional	8,162	7,055	8,672	9,265	9,291	1,129	13.8 %
Social Sciences	2,537	2,849	4,086	4,377	4,458	1,921	75.7 %
Liberal Arts/Interdisplinary Studies	20,135	17,221	21,764	24,068	24,692	4,557	22.6 %
Trades	1,277	1,158	1,380	1,427	1,600	323	25.3 %
Total AA Degrees Awarded	42,529	40,453	49,692	54,607	54,685	12,156	28.6 %
Annual Change		-4.9 %	22.8 %	9.9 %	0.1 %		

Definition of Measure:	Number of associate degrees awarded by major discipline by the California Community Colleges, 1989-90 to 1994-95, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of associate degrees awarded over the last five years reflecting changes in students' majors.
Related Measures:	V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.
Comparison Group:	The five-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	While the number of associate degrees increased substantially over the last five years, the increase between 1993-94 and 1994-95 was very slight -- 0.1%. Only the numbers of Engineering-related degrees decreased. The greatest proportional growth occurred in the Physical Sciences and Humanities while the largest numerical increases occurred in the Liberal Arts.

C.2

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1990-91 to 1994-95, with Change Between 1990-91 and 1994-95



Pre-Baccalaureate Certificates by Major Discipline Areas	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1991 to 1995	
Education	206	375	295	248	177	-29	-14.1 %
Engineering and Related Technologies	1,451	1,766	1,709	1,922	1,141	-310	-21.4 %
Humanities	362	496	715	788	457	95	26.2 %
Life Sciences	4,217	4,174	5,391	5,665	5,508	1,291	30.6 %
Physical Sciences	564	558	636	613	764	200	35.5 %
Professional	5,662	5,895	7,342	8,039	8,139	2,477	43.7 %
Social Sciences	1,183	1,307	2,069	1,588	2,720	1,537	129.9 %
Liberal Arts/Interdisplinary Studies	35	234	132	253	40	5	14.3 %
Trades	2,456	2,263	2,822	3,127	3,402	946	38.5 %
Total Pre-Baccalaureate Certificates	16,136	17,068	21,191	22,450	23,746	7,610	47.2 %
Annual Change		5.8 %	24.2 %	5.9 %	5.8 %		

Definition of Measure: Number of pre-baccaulaureate certificates awarded by major discipline by the California Community Colleges, 1990-91 to 1994-95, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of certificates awarded over the last five years reflecting changes in students' majors.

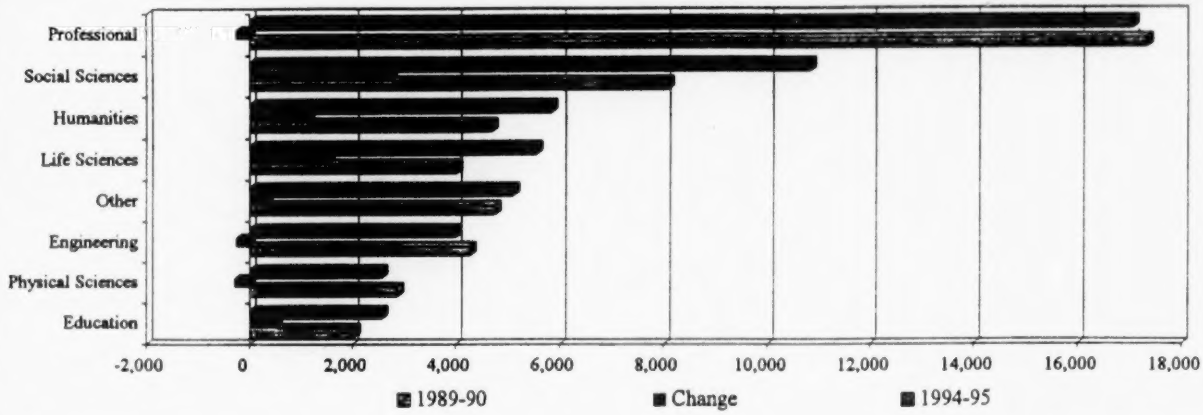
Related Measures: Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.

Comparison Group: The five-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: A substantial increase in the numbers of prebaccalaureate certificates awarded has occurred over the last five years. Awards have grown by approximately 6 percent for the last two years. The largest numbers of certificates are awarded in the Professional fields, Health Sciences, and Protective Services. However, over this five year period, the numbers of prebaccalaureate certificates in Education and Engineering related fields have declined.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline, 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95

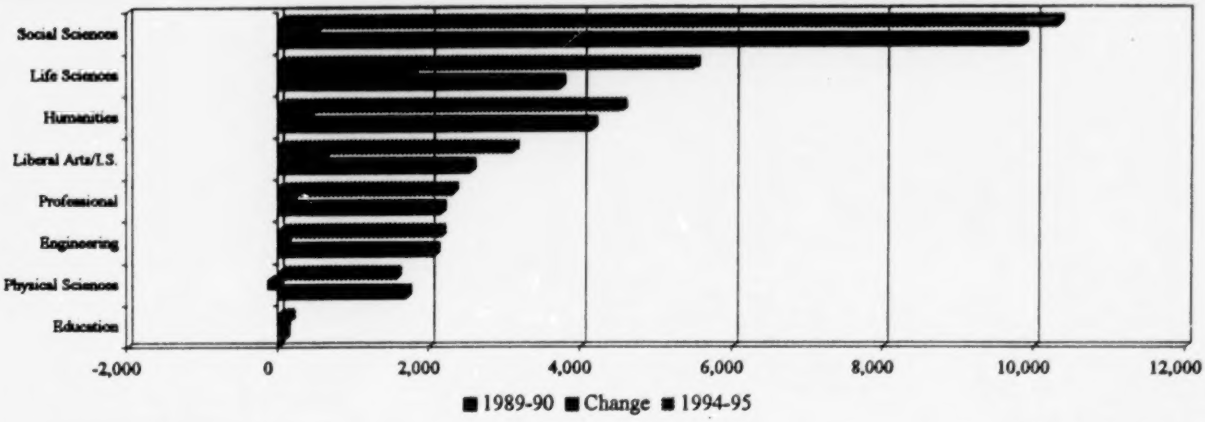


Baccalaureate Degrees by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990 to 1995	
Education	2,036	2,163	2,420	2,644	2,513	2,563	527	25.9 %
Engineering	4,273	4,218	4,311	4,407	4,097	4,003	-270	-6.3 %
Humanities	4,696	5,240	5,931	6,174	6,027	5,838	1,142	24.3 %
Life Sciences	4,013	3,887	4,481	4,989	5,332	5,549	1,536	38.3 %
Physical Sciences	2,869	2,716	2,665	2,787	2,648	2,566	-303	-10.6 %
Professional	17,331	17,685	18,399	18,489	18,193	17,056	-275	-1.6 %
Social Sciences	8,067	8,912	9,987	10,661	11,181	10,824	2,757	34.2 %
Liberal Arts/Interdisciplinary Studies	4,766	5,247	5,471	5,514	5,367	5,108	342	7.2 %
Baccalaureates Awarded	48,051	50,068	53,665	55,665	55,358	53,507	5,456	11.4 %
Annual Change		4.2 %	7.2 %	3.7 %	-0.6 %	-3.3 %		

Definition of Measure:	Number of baccalaureate degrees awarded by major discipline by the California State University, 1989-90 to 1994-95, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of baccalaureate degrees earned over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.
Comparison Group:	The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of baccalaureate degrees awarded by the State University grew 11 percent over the However, during this period, fewer awards were made in Engineering, the Physical Sciences, and Professional fields. In 1994-95, the number of baccalaureate degrees awarded declined for the second year. One-year decreases occurred in all discipline areas except Education and Life Sciences.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline , 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95



Baccalaureate Degrees by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990 to 1995	
Education	71	99	112	133	134	152	81	114.1 %
Engineering	2,074	1,922	1,937	2,168	2,078	2,160	86	4.1 %
Humanities	4,145	4,388	4,862	5,217	4,955	4,541	396	9.6 %
Life Sciences	3,725	4,003	4,481	4,841	5,256	5,503	1,778	47.7 %
Physical Sciences	1,697	1,585	1,658	1,694	1,604	1,568	-129	-7.6 %
Professional	2,157	2,191	2,503	2,700	2,996	2,325	168	7.8 %
Social Sciences	9,843	10,285	11,171	11,255	10,903	10,323	480	4.9 %
Liberal Arts/Indiscp. Studies	2,543	2,693	2,907	3,122	2,850	3,125	582	22.9 %
Baccalaureates Awarded	26,255	27,166	29,631	31,130	30,776	29,700	3,445	13.1 %
Annual Change		3.5 %	9.1 %	5.1 %	-1.1 %	-3.5 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the University of California, 1989-90 to 1994-95, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.

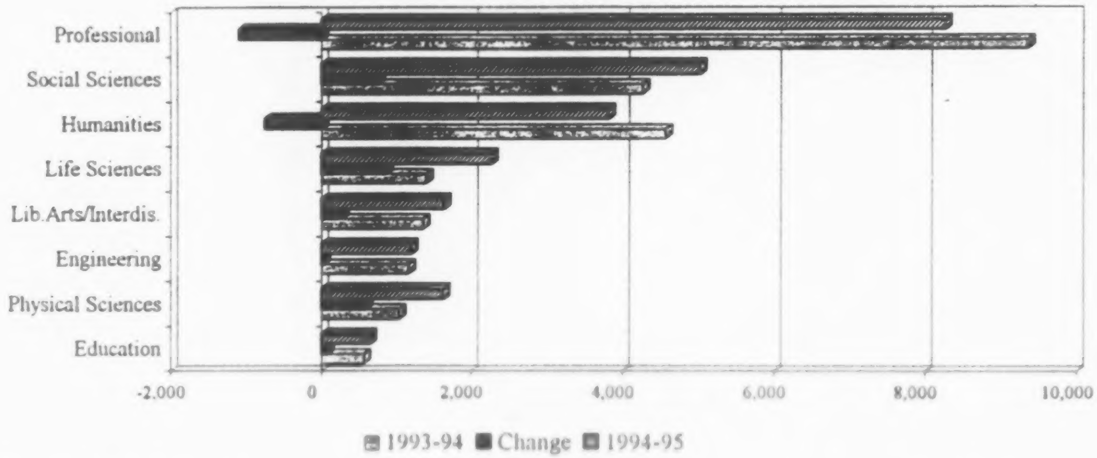
Related Measures: Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: While the numbers of baccalaureate degrees awarded have grown by 13 percent over the last six years, in 1994-95 the number of degrees declined for the second straight year. Current-year decreases occurred in humanities, physical sciences, professional fields, and the social sciences. Over the six-year period , only baccalaureate degree awards in the Physical Sciences declined.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 and 1994-95, and Change Between 1993-94 and 1994-95



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	Change from 1994 to 1995	
Professional	9,355	8,258	-1,097	-11.7%
Social Sciences	4,261	5,016	755	17.7%
Humanities	4,567	3,814	-753	-16.5%
Life Sciences	1,398	2,261	863	61.7%
Liberal Arts/Interdisciplinary	1,359	1,634	275	20.2%
Engineering	1,169	1,194	25	2.1%
Physical Sciences	1,036	1,630	594	57.3%
Education	571	647	76	13.3%
Total Baccaluareate Degrees Awarded	**23,716**	**24,454**	738	3.1%

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which baccalaureate degrees were awarded by independent institutions as an indicator of students career interest.

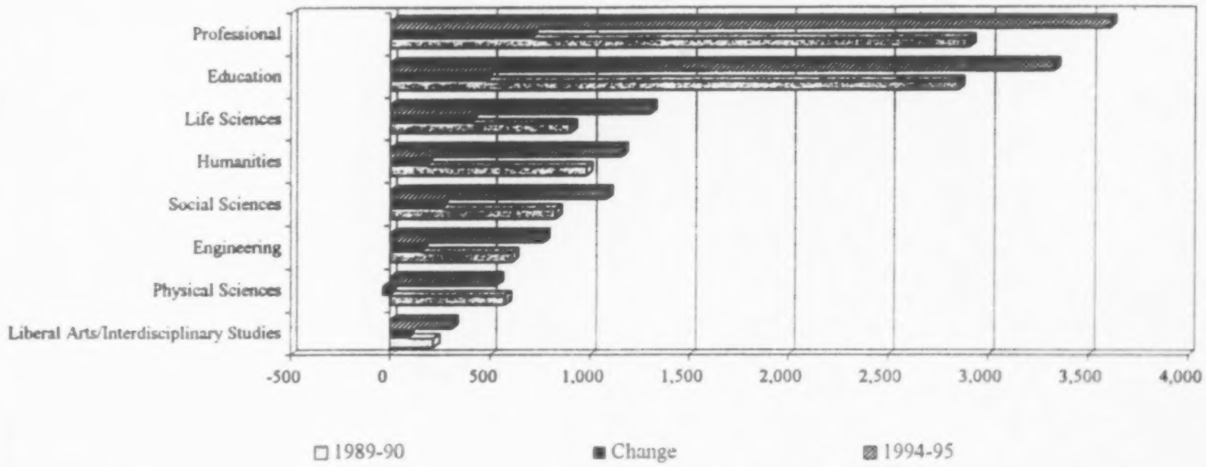
Related Measures: Measure V.D.1. and 2. provides this same information for baccalaureates earned at the public universities and V.E. 3 shows the same information for Masters degrees.

Comparison Group: The two-year trend data provide a prelimiary view of changes in degrees earned by discipline

Analysis: The number of baccalaureate degrees awarded by California's independent colleges and universities in 1994-95 was a 3 percent increase over the previous year. The disciplines that showed the greatest increases were the life sciences and physical sciences. The disciplines in which the numbers of degrees awarded decreased were professional fields and humanities. Variations in the number and types of institutions responding may affect trends.

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95

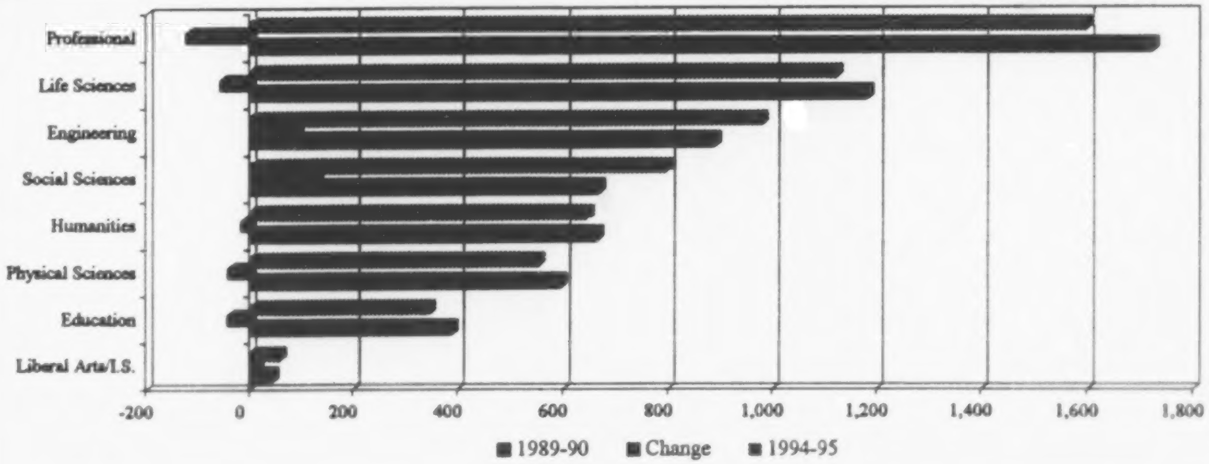


Masters Degrees by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990 to 1995	
Education	2,847	3,179	3,229	3,493	3,601	3,327	480	16.9 %
Engineering and Related Technologies	610	653	765	902	890	765	155	25.4 %
Humanities	980	1,047	1,109	1,322	1,221	1,158	178	18.2 %
Life Sciences	898	898	1,034	1,152	1,460	1,301	403	44.9 %
Physical Sciences	574	588	610	597	595	534	-40	-7.0 %
Professional	2,901	3,015	3,298	3,630	3,562	3,605	704	24.3 %
Social Sciences	825	858	956	1,077	1,089	1,082	257	31.2 %
Liberal Arts/Interdisciplinary Studies	215	226	228	274	260	308	93	43.3 %
Total Masters Degrees Awarded	9,850	10,464	11,264	12,447	12,678	12,080	2,230	22.6 %
Annual Change		6.2 %	7.6 %	10.5 %	1.9 %	-4.7 %		

Definition of Measure:	Number of Masters degrees awarded by major discipline by the California State University, 1989-90 to 1994-95, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The numbers of masters degrees awarded grew by 23 percent over six years ago. Over this time span, only awards in the Physical Sciences decreased. In the current year, degrees awarded decreased by nearly 5 percent. Current year declines occurred in all discipline areas except Professional fields and Liberal Arts/Interdisciplinary Studies.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95



Masters Degrees by Major Discipline Areas	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990	to 1995
Education	388	372	392	390	390	346	-42	-10.8 %
Engineering	888	894	885	965	1,012	980	92	10.4 %
Humanities	663	739	826	720	770	647	-16	-2.4 %
Life Sciences	1,181	1,145	1,131	1,118	1,114	1,124	-57	-4.8 %
Physical Sciences	594	603	535	586	616	553	-41	-6.9 %
Professional	1,723	1,713	1,852	1,739	1,818	1,600	-123	-7.1 %
Social Sciences	667	776	810	833	906	797	130	19.5 %
Liberal Arts/Indiscp. Studies	44	69	62	66	19	60	16	36.4 %
Total MA Degrees Awarded	6,148	6,311	6,493	6,417	6,645	6,109	-39	-0.6 %
Annual Change		2.7 %	2.9 %	-1.2 %	3.6 %	-8.1 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the University of California, 1989-90 to 1994-95, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

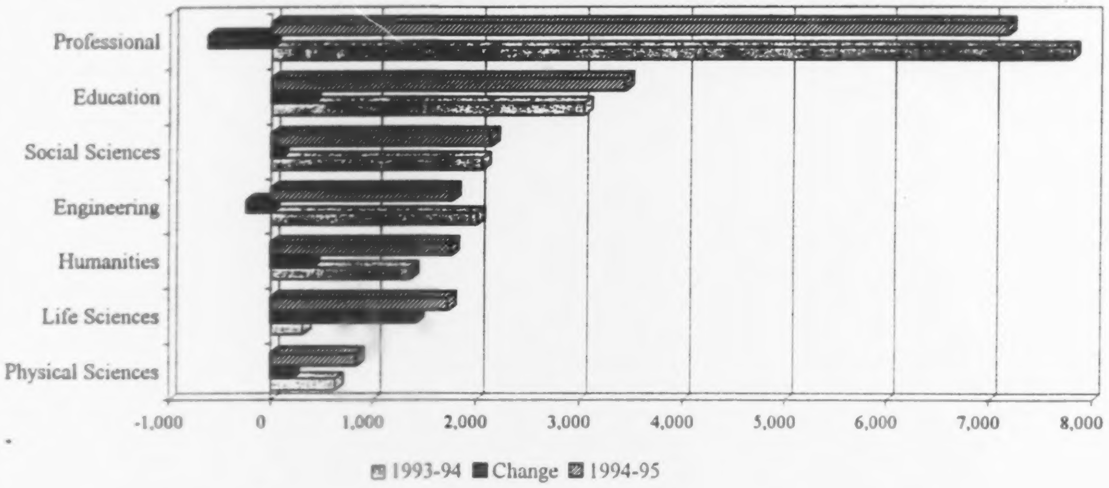
Related Measures: Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The numbers of Masters degrees award in 1994-95 was the smallest in six years. This outcome is consistent with the University's policy decision to decrease its emphasis on this degree level. Only in the areas of Engineering and Social Sciences were more degrees awarded in 1994-95 than in 1989-90, but both of these discipline areas experienced a current-year decrease in numbers of degrees awarded.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1994-95, and Change Between 1993-94 and 1994-95

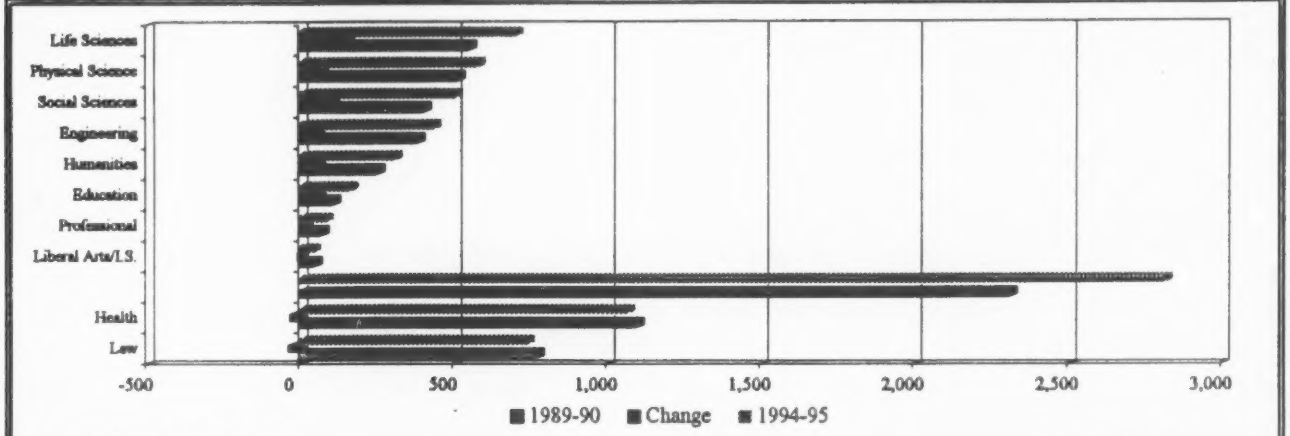


Masters Degrees by Major Discipline Areas	1993-94	1994-95	Change from 1994 to 1995	
Professional	7,788	7,166	-622	-8.0%
Education	3,043	3,435	392	12.9%
Social Sciences	2,056	2,141	85	4.1%
Engineering	2,010	1,767	-243	-12.1%
Humanities	1,363	1,759	396	29.1%
Life Sciences	311	1,728	1,417	455.6%
Physical Sciences	634	836	202	31.9%
Liberal Arts/Interdiscip.	739	166	-573	-77.5%
Total Masters Degrees Awarded	**17,205**	**18,998**	1,793	10.4%

Definition of Measure:	Number of Masters degrees awarded by major discipline by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which Masters degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measure V.E.1. and 2. provides this same information for Masters degrees awarded at the public universities and V.D.3 present the same data on baccalaureate degrees.
Comparison Group:	The two-year trend data provide a prelimiary view of changes in degrees earned by discipline
Analysis:	Masters degrees awarded by California independent colleges and universities rose by 10 percent between 1993-94 and 1994-95. Disciplines experiencing substantial increases in Masters degrees awarded include life sciences, physical sciences, and humanities. Fewer Masters were awarded in the professional fields, engineering, and interdisciplinary studies. Variations in institutions reporting may affect trends.

F.1.

Doctoral and First Professional Degrees Awarded at the University of California by Discipline, 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95



Doctorate Degrees by Major Displine Areas	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990 to 1995	
Education	105	150	133	141	143	165	60	57.1 %
Engineering	381	345	393	445	455	434	53	13.9 %
Humanities	250	250	287	283	324	307	57	22.8 %
Life Sciences	549	602	621	642	691	700	151	27.5 %
Physical Sciences	512	627	595	587	623	578	66	12.9 %
Professional	68	65	70	90	85	84	16	23.5 %
Social Sciences	400	388	386	456	456	504	104	26.0 %
Liberal Arts/Indiscp. Studies	46	49	42	31	50	42	-4	-8.7 %
Total Doctorates Awarded	2,311	2,476	2,527	2,675	2,827	2,814	503	21.8 %
Annual Change		7.1 %	2.1 %	5.9 %	5.7 %	-0.5 %		
First Professional Degrees								
Health Professions / Related Sciences	1,095	1,090	1,065	1,063	1,131	1,066	-29	-2.6 %
Law	770	733	728	785	669	737	-33	-4.3 %

Definition of Measure: Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, 1989-90 to 1994-95, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.

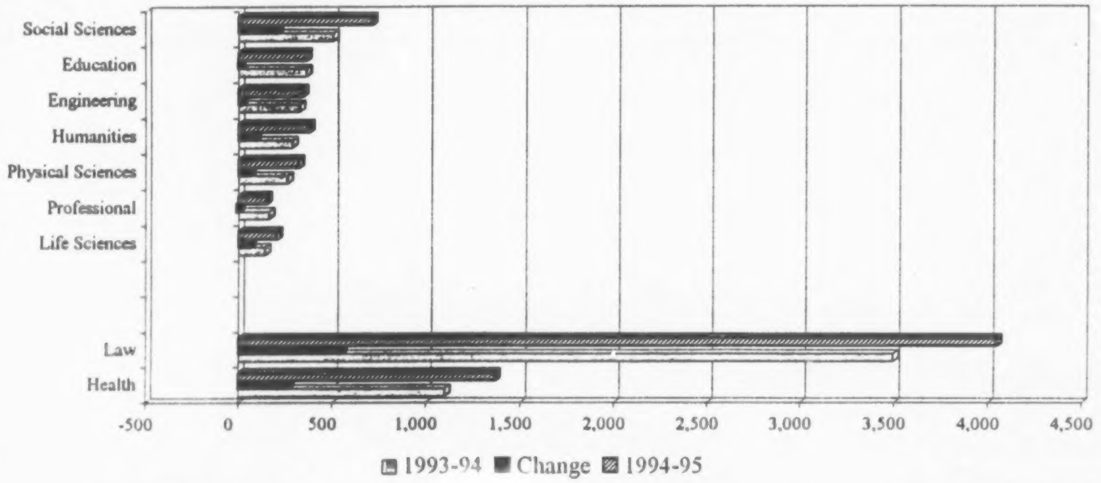
Related Measures: Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.

Comparison Group: This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.

Analysis: Over the last six years, the number of doctorates awarded grew by 22 percent. However, the current year showed a slight decline in doctoral degrees awarded. One-year decreases primarily occurred in the discipline areas of engineering, humanities, and the physical sciences. Fewer professional degrees were awarded in 1994-95 than six years earlier and in the current year, health-related degrees decreased somewhat from last year while Law degrees increased.

F.2.

Doctorate and Professional Degrees Awarded at California Independent Colleges and Universities - By Discipline, 1993-94 and 1994-95, and Change Between 1993-94 and 1994-95

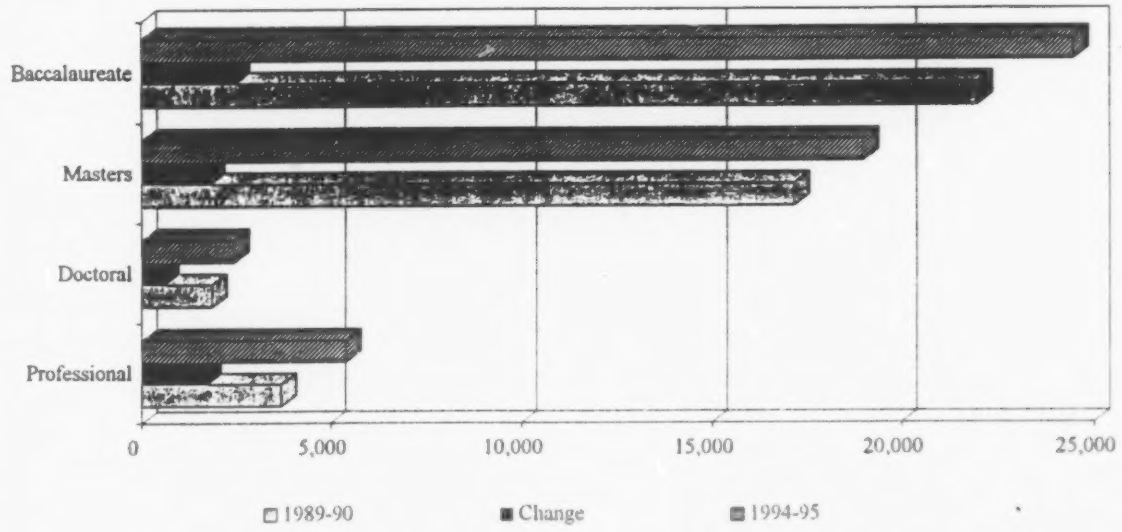


Doctorate Degrees by Major Displine Areas	1993-94	1994-95	Change from 1994 to 1995	
Social Sciences	502	708	206	41.0%
Education	359	356	-3	-0.8%
Engineering	322	338	16	5.0%
Humanities	283	373	90	31.8%
Physical Sciences	258	316	58	22.5%
Professional	161	148	-13	-8.1%
Life Sciences	140	200	60	42.9%
Liberal Art/Interdisciplinary		10		
Total Doctorates Awarded	**2,025**	**2,449**	424	20.9%
Professional Degrees				
Health Professional	1,100	1,365	265	24.1%
Law Professional	3,494	4,044	550	15.7%

Definition of Measure:	Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which doctorates and first professional degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	The two-year trend data provide a preliminary view of students' majors that will be supplemented as consistent data become available.
Analysis:	Doctoral degrees awarded by independent colleges and universities in California grew by 20 percent over last year. Only in professional fields and education were fewer degrees awarded. Substantial increases in doctorates awarded occurred in the life sciences, humanities, and the physical science. First professional degrees in law and health also increased substantially.

G.

Degrees Awarded at the California Independent Colleges and Universities, 1989-90 to 1994-95, with Change Between 1989-90 and 1994-95



Degrees by Level	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Change from 1990 to 1995	
Baccalaureate	21,964	22,319	22,150	21,308	23,716	24,454	2,490	11.3 %
Masters	17,178	17,127	17,378	17,834	17,944	18,998	1,820	10.6 %
Doctoral	1,849	1,899	1,878	2,133	2,025	2,449	600	32.4 %
Professional	3,686	3,805	4,157	4,195	4,594	5,409	1,723	46.7 %

Definition of Measure: Number of degrees awarded by level by 70 California independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of degrees awardeded over the last six years at these 70 AICCU institutions.

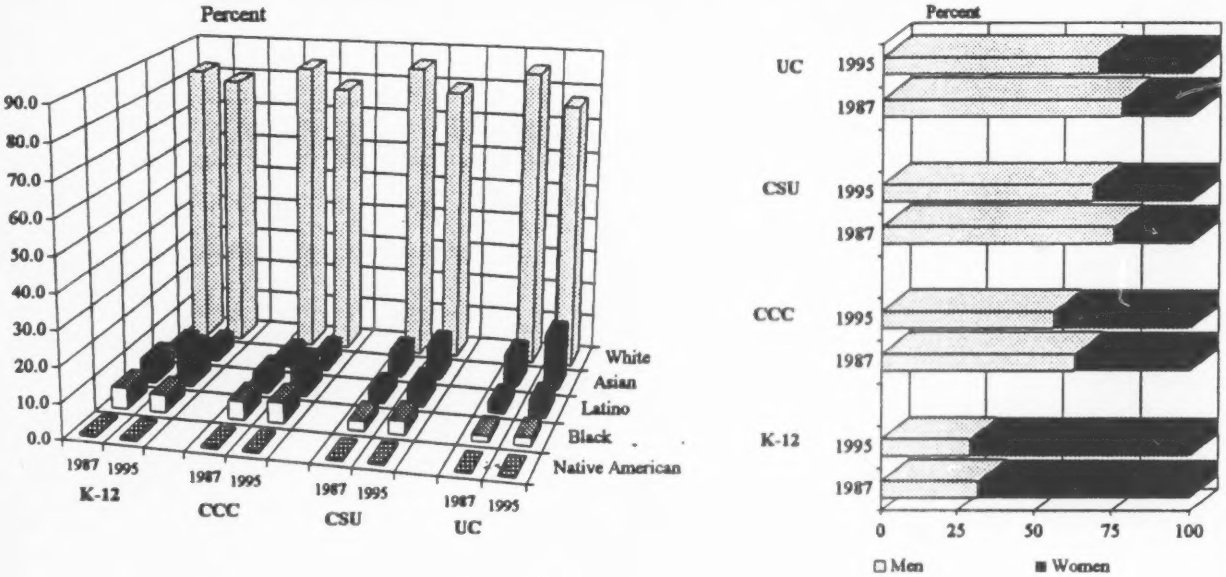
Related Measures: Measure V.D.1 to E.2. provides this same information for public postsecondary education.

Comparison Group: The six-year span provides information on two relatively different student cohorts.

Analysis: The number of degrees awarded at all levels by California's independent colleges and universities continues to grow. Expansion in the numbers of doctoral and first professional degrees awarded by these institutions has been particularly noteworthy.

H.

Composition of Full-time Instructional Faculty in California Public Education, 1987 and 1994 or 1995



	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1987	1995	1987	1995	1987	1995	1987	1995
Men	31.7	28.9	62.9	56.1	75.2	68.3	77.5	70.0
Women	68.3	71.1	37.1	43.9	24.8	31.7	22.5	30.0
Asian	4.2	4.8	3.9	5.6	7.3	10.3	9.2	15.9
Black	6.1	5.1	5.2	5.9	2.8	3.9	1.8	2.4
Latino	6.9	9.7	5.8	8.5	3.6	6.0	3.1	4.6
Native American	0.8	0.8	0.6	0.6	0.5	0.6	0.2	0.3
White	82.2	79.7	84.5	78.8	85.8	79.3	85.7	76.9

Definition of Measure:	Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system.
Use(s) of Measure:	This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.
Related Measures:	Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.
Comparison Group:	Changes in faculty composition over a five-year period of time shows trends.
Analysis:	Over the past eight years, the composition of the instructional faculty at California's public educational institutions has changed somewhat. Women continue to expand their presence in all systems. Asian and Latino educators also increased their presence in all systems. The representation of Black educators among postsecondary faculty grew while it decreased in the State's public schools.

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APPENDIX: AB 1808 (Chapter 741, Statutes of 1991)

Assembly Bill No. 1808

CHAPTER 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with
Secretary of State October 9, 1991.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies, and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (commencing with Section 99180) is

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added to Part 65 of the Education Code, to read:

CHAPTER 4.5. HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15 thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.

(2) The proportion of lower division instructional courses taught by tenured and tenure-track faculty.

(3) The minimum number of hours per semester required to be spent by faculty in student advisement.

(4) The proportion of graduate and undergraduate students participating in sponsored research programs.

(5) Placement data on graduates.

(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.

(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.

(8) The number of full-time students who have transferred from a California community college.

(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(10) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.

(2) The proportion of remedial or developmental education courses taught by full-time faculty.

(3) The number of hours per student per semester spent by faculty in student advisement.

(4) Placement data on graduates.

(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.

(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.

(7) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of January 1997, the Commissioners representing the general public are:

Jeff Marston, San Diego; *Chair*
Vacant; *Vice Chair*
Mim Andelson, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Guillermo Rodriguez, Jr., San Francisco
Melinda G. Wilson, Torrance
Vacant

Representatives of the segments are:

David S. Lee, Santa Clara; appointed by the Regents of the University of California;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Philip E. del Campo, LaMesa; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University;

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities; and

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1996

Commission Report 96-10

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1995

95-16 *Student Profiles, 1995: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (October 1995)

1996

96-1 *California Postsecondary Education Commission Workplan, 1996 Through 2000* (February 1996)

96-2 *Performance Indicators of California Higher Education, 1995: The Second Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (February 1996)

96-3 *Changes in College Participation: Promise or Peril? -- Adding the Interstate Dimension: A Report by the California Postsecondary Education Commission Executive Director Warren H. Fox* (February 1996)

96-4 *Progress Report on the Community College Transfer Function: A Report to the Governor and Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991)* (June 1996)

96-5 *Faculty Salaries at California's Public Universities: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965)* (June 1996)

96-6 *Moving Forward: A Preliminary Discussion of Technology and Transformation in California Higher Education* (June 1996)

96-7 *Fiscal Profiles, 1996: The Sixth in a Series of Factbooks About the Financing of California Higher Education* (September 1996)

96-8 *Student Profiles, 1996: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (October 1996)

96-9 *Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer): Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group* (December 1996)

96-10 *Performance Indicators of California Higher Education, 1996: The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1996)

PERFORMANCE INDICATORS OF CALIFORNIA
HIGHER EDUCATION, 1996

Commission
Report 96-10

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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